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THE MILLION DOLLAR APPROPRIATION COUNTRY SCHOOLS

GENERAL REPORT, DISTRIBUTION, MINIMUM REQUIREMENTS AND RECOMMENDATIONS

W. F. DOUGHTY
State Superintendent of Public Instruction

BULLETIN 54 JULY 1, 1916

THE DEPARTMENT OF EDUCATION
STATE OF TEXAS

Monograph

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THE MILLION DOLLAR APPROPRIATION FOR COUNTRY SCHOOLS

GENERAL REPORT

THE OCCASION

For several years there has been a growing and general conviction among the citizens of Texas that the economic growth of the State bears a direct ratio to its educational progress, and that the schools have been falling behind in their fundamental purpose of preparing all its citizens to meet successfully the economic demands of the times. The increase in general interest in public education during the past ten years, especially, has been marvelous, and the substantial progress in all phases of educational endeavor has been phenomenal. While the advancement being made is very encouraging, the ideal to be attained has not yet been reached, and will not be attained until the public school is so developed, organized, and administered that it shall be able to train all the people's children for effective living.

In this forward movement for more efficient schools, the urban communities seem to have enjoyed more general and rapid progress than have the rural districts. This fact is true, perhaps, largely because a greater percentage of the citizens of the towns and cities began earlier to recognize the public school as an economic necessity; while many people in the rural communities were slow to discard the erroneous notion that an education is necessary only for those who expect *to live without work*. However, it is pleasing to note that all over the land the people are beginning to accept the principle that the proper education of all classes is the best means of promoting the prosperity of the State.

There seems to be a unanimity of opinion that something should be done to improve educational conditions, and that legislative action is necessary in dealing with some phases of this question. Observant students of education have differed as to some policies of solution suggested for improvement, but that one of the most urgent needs in encouraging and developing an efficient system of public schools is increased financial support seems to be generally accepted.

To make more efficient the public educational system has been one of the most important tasks of every legislature, and during the past decade the largest phase of the educational problem has been the improvement of the schools of the country districts, because it is in these districts where 70 per cent of the scholastic population reside and 95 per cent of this number depend upon the country schools for all the scholastic training they will ever receive; and, further, because of the

established fact that the rural schools are falling sadly behind the town and city schools in efficient development.

When the Thirty-fourth Legislature convened, the question of providing better country schools presented itself again as usual, with increased emphasis. There soon became evident a consensus of opinion among the members that one of the essential needs to encourage and provide better country schools was more money which could be wisely expended for the support of such schools, and after days of patient deliberation and timely discussion, the Legislature, in line with a recommendation of the Governor, manifested its deep concern and expressed its appreciation for the more than nine hundred thousand children of the rural districts by enacting a statute appropriating one million dollars for the improvement of country schools in the State, which Act is popularly known as the million dollar appropriation for country schools.

THE PURPOSE OF THE APPROPRIATION

For the purpose of promoting the country school interests of the State and of aiding the people in providing adequate school facilities for the education of their children, five hundred thousand dollars was appropriated out of the general revenue for the scholastic year ending August 31, 1916, and an additional five hundred thousand dollars for a similar purpose for the scholastic year ending August 31, 1917, to be used in supplementing the regular State and county school apportionment in accordance with the law in maintaining country schools.

It was obviously the intention of the Legislature to assist the weaker country school districts which were not able to maintain efficient schools upon their own resources, and to stimulate the citizens of the rural communities everywhere to manifest a more active concern and provide more adequate support for their local schools, wherever they were not doing so. The law provides certain reasonable standards and requirements with reference to school buildings and grounds, equipment, teachers, attendance of pupils, and local school tax to be complied with by schools receiving State aid.

STANDARDS AND REQUIREMENTS

In order to be eligible to receive State aid a school must not have a scholastic population of more than two hundred, and must not be located in a town or city of more than one thousand according to the latest Federal census, and must comply with the following standards and requirements: *Location.*—The school must have a site of not less than one acre (five acres preferred) in extent, suitably laid out, properly drained, and supplied with pure water: *School House.*—A suitable school house erected in accordance with the State school house building law, or substantially meeting the requirements thereof; *Equipment.*—Each school shall be provided with necessary desks, seats, and blackboard, and with adequate library, maps, charts, and globes, such as the State Superintendent of Public Instruction feels that such school is able to purchase; *Teachers.*—Teachers employed in such schools shall

furnish satisfactory evidence to the State Superintendent of Public Instruction of professional training and successful experience and shall be required to render service of high grade: *Attendance.*—In order to receive State aid a school must have maintained an average attendance of at least 50 per cent of the scholastic enrollment for the previous year, and 75 per cent during the year that aid is granted; *Local Tax.*—The school district must be levying and collecting a local school tax of not less than 50 cents on the $100 valuation of taxable property, provided, that for the year 1915-16 a district which has voted the tax whether collecting it for that year or not, shall be eligible to receive not more than $500 in any one year; and provided, further, that in extreme cases and in cases of emergency, a district may receive, for one time only, an amount not to exceed $200 whether any tax has been levied or not, and aid may be continued provided the district levy and collect the required tax.

DISTRIBUTION

According to the law the appropriation shall be granted by the State Board of Education on the recommendation of the State Superintendent of Public Instruction. No aid shall be granted to any school until it has been inspected by the State Superintendent or his duly appointed representative, and a careful investigation conducted as to the needs and possibilities of the school.

The law provides for the appointment of two rural school supervisors by the State Superintendent of Public Instruction to assist him in the administration of the law, and to advise trustees and other school officials, and to assist them in meeting the standards and requirements to make their schools eligible to receive State aid. In compliance with this provision of the law the State Superintendent named for these positions two county school superintendents who have to their credit successful experience in dealing with rural school problems. The supervisors visited practically every section of the State early in the year and delivered addresses before county teachers' institutes, trustees' conventions, and other educational gatherings, explaining the law and its purposes, encouraging the people of the rural communities to improve their schools, and assisting trustees in bringing their schools up to the standards and requirements for State aid.

In conformity with the law proper forms and blanks were prepared and distributed by the State Department of Education to supply trustees who desired to apply for State aid for their schools. A vigorous campaign has been conducted during the year by the rural school supervisors in behalf of better country schools, and information coming to the Department from all parts of the State is very encouraging and clearly indicates that there is being manifested a greater interest in rural schools in Texas now than ever before in the history of the State.

The rural school supervisors have been very active in the performance of their duties as the following information will indicate: They have traveled a distance of 22,381 miles by railroad, 16,017 miles by other conveyance, have delivered two hundred public addresses pertain-

ing to rural school improvement, speaking to approximately thirty thousand people. Applications for State aid for country schools have been received from more than fourteen hundred schools. Each application has been given careful individual consideration by the State Department of Education and recommendations were not made to the State Board of Education until careful investigation of the needs and possibilities of the school were made in person by a representative of the State Department of Education.

State aid has been granted to 1225 country schools, located in one hundred and seventy-three different counties distributed over every section of the State. The average amount of aid extended is more than $350 per school, and the average amount per county is approximately $2900. It would not be inappropriate to state, at this juncture, that the distribution of this large special appropriation among the country schools during the current scholastic year has been a stupendous and arduous undertaking, although a real labor of love, when the splendid results accruing and to accrue therefrom are taken into account.

RESULTS

As a direct tangible and immediate result of this appropriation, 1225 country schools have been enabled to meet the standards and requirements as indicated above, thus providing the children of these communities with first class school accommodations.

Under the potent influence and effective stimulation of State aid the citizens of many rural districts have been induced to increase the local financial support, and to recognize the important need for efficient teachers, wholesome surroundings, and adequate equipment for their schools.

The enthusiastic interest over the State already manifested as a result of the distribution of the first half of the million dollars appropriated for country schools clearly evidences a brighter day and a better opportunity for the children of the country districts.

It is very pleasing to note the very favorable sentiment in favor of State aid for country schools among the people of the cities, towns, and other school districts not eligible to receive State aid. All the people everywhere are coming to the conviction that efficient country schools are essential to the proper prosperity of the State, and that it is no discrimination for the State to make special appropriations for the improvement of the weaker schools. One excellent effect of this appropriation for country schools out of the general revenue has been the emphasizing of the doctrine that neither county lines nor district boundaries should be allowed to limit or restrict the opportunity of children for the freest and fullest development for which they are capacitated.

FUTURE PLANS

The State Department of Education has its forces well organized with reference to aid for country schools. The law and its purposes

seem to be fully understood and appreciated by the people. They have come to believe that the State is in real earnest in dealing with its rural schools with a view to making them efficient and adequate for the proper training of the children who attend them. The results thus far fully demonstrate the wisdom of this appropriation as a proper means of encouraging and providing better country schools.

The great twentieth century problem is distinctively an educational one, and the twentieth century rural school must be properly organized, as an efficient unit in the economic plan for rural betterment so that its effect shall be emphatically expressed in terms of better prepared and happier citizens in the country with an education which they can "hitch up with life." Texas children mean everything to Texas, and while the appropriation of one million dollars seems great as a beginning, the appropriations of the future for so worthy a purpose should be limited only by the needs of the schools. Texans have never faced so immense a task or enjoyed so splendid an opportunity to perform a lasting service as the one now presenting itself to them. The State Department of Education has a broad vision and large plans for this particular work, and with the loyal support and active co-operation on the part of the people, it hopes to continue to conduct a vigorous campaign for better schools which will effectively reach every nook and corner of the State.

DISTRIBUTION OF STATE AID

Statistical table showing school districts, arranged by counties alphabetically, to which State aid was granted out of the million dollar appropriation for country schools during the scholastic year 1915-16.

County.	County Superintendent.	District No.	Name of District.	Amount.
Anderson	Mrs. Lula Sadler	40	Pleasant Grove	$500
		45	Hickory Grove	500
		12	Sand Flat	400
		38	Day	400
		37	Chambers	450
		35	Friendship	300
		27	Blackfoot	500
		27½	Springfield	500
		31	Shalds	400
		26	Ward	350
		46	Concord	500
		41	Salmon	475
		44	Phillips Springs	450
			Brushy Creek	500
			Neches	450
			Denson Springs	450
Angelina	J. W. Dunn, Jr.	25	Liberty	500
		27	Clawson	400
		19	Rocky Hill	200
		51	Fuller Springs	250
		15	Homer	400
		32	Dunn	400
		12	Manning	200
		23	Biloxi	100
Aransas	*Roy Jackson	2	Sparks Colony	250
Archer	*J. S. Melugin	4	Dundee	500
		25	Lone Oak	250
		28	Eureka	375
			Megargel	500
Armstrong	*H. L. Mobley	1	Fairview	300
		3	Lake View	500
		5	Goodnight	300
Austin	L. H. Barron		Industry	500
			New Ulm	500
Bastrop	T. N. Powell	21	Alum Creek	500
		39	High Grove	500
Baylor	*Bert King		Bomarton	500
Bee	Jas. A. Risenhoover	4	Mineral	450
		8	Clareville	300
		9	Cadiz	200
		14	Papalote	450
		20	Poesta	200
		25	Tuleta	500
		26	Pawnee	250
Bell	J. S. Morgan	104	Lost Prairie	500
		66	Pendleton	500
		45	Joe Lee	200
		40	Academy	475
		115	Armstrong	500
		42	Moffat	450
		18	Seaton	500
		90	Union Grove	350
		93	Sparks	200
			Prairie Dell	500
			Heidenheimer	500
			Oenaville	500
			Willow Grove	450

*Has exofficio county superintendent.

County.	County Superintendent.	District No.	Name of District.	Amount.
Bexar	P. F. Stewart	36	Pasitos	$400
		41	Edgewood	500
		38	Thelma	200
		35	Carmen	500
Bosque	A. D. Roach	13	Kopperl	500
		3	Mosheim	500
		58	Center Grove	300
			Iredell	500
Bowie	J. B. Lytal	18	Hooks	500
		19	Wooten Springs	250
Brazoria	R. R. Sebring	1	Pearland	500
		37	North Corner	200
		2	Manvel	400
		4	Alvin Heights	500
			Sweeny	500
Brazos	E. R. Williams	9	Reliance	500
		2	Welborn	500
		10	Kurten	500
Briscoe	*C. B. Shrewsbury	11	Haylake	200
Brown	Mrs. E. L. Walker	48	Barber	250
		23	Mt. View	300
		12	Jordon Springs	500
		41	Dulin	350
		6	Grosvenor	500
		54	Union Grove	400
		14	Antioch	300
		25	Delaware	300
		65	Beaird	375
		1	Crosscut	500
		27	Jones Chapel	450
		40	Center Point	500
		44	Indian Creek	300
			Winchell	500
			Brookesmith	400
			Zephyr	500
Burleson	Thos. A. Schoppe	25	Moravia	300
		13	Lyons	500
Burnet	*J. R. Smith	7	Bachelor Peak	200
		21	Rockvale	500
		33	Lake Victor	500
Caldwell	J. N. Gambrell, Jr.	32	Seawillow	500
		37	Dale	500
		17	Delhi	500
		14	McNeal	500
		15	Hall	400
Callahan	S. Ernest Settle	33	Gardner	350
		38	Dudley	400
		47	Enterprise	400
		45	Union	250
			Putnam	500
Cameron	J. J. Callaway	4	Wilson	500
			Lyford	250
			Rio Hondo	200
Camp	H. Y. Black	17	Sheppard	500
		18	Lillie	500
		9	Cross Roads	500
		10	Pine	350
			Leesburg	500
			Newsome	500
Carson	*A. A. Callaghan	10	Groom	400
		6	Cuyler	200
		8	Conway	300
Cass	R. H. Harvey	19	Huffines	350
		24	Turkey Creek	500
		14	Bear Creek	500
		1	Cloninger	400
		12	Herring	350
		47	Elmore	400
			Bloomberg	450

*Has exofficio county superintendent.

County.	County Superintendent.	District No.	Name of District.	Amount.
Chambers	*R. J. McMurrey	9	Eminence	$400
		1	Wallisville	200
		17	Fairview	200
		19	Winney	500
		3	Anahuac	500
		2	Hankamer	400
		21	Morgan	200
		18	Harmon	500
		7	Smith Point	200
		4	Graydon	200
		20	Bay Shore	200
		14	Cedar Grove	200
Cherokee	Ed Singletary	73	Gallatin	400
		71	Cold Springs	500
		60	Henry's Chapel	250
		59	Corine	500
		53	Griffin	500
		51	Mixon	400
		49	Reynolds	500
		42	Summerfield	500
		25	Iron Hill	400
		16	Salem	350
		8	Wells	500
		7	Forest	500
			Mt. Selman	400
			Dialville	500
Childress	*F. W. Freeman	13	Garden Valley	500
		1	Union Flat	485
		11	High Point	250
		4	Prairie Hill	300
			Kirkland	500
			Tell	500
Clay	J. R Carter	30	Doss	500
		58	Vashti	500
		9	Buffalo Springs	500
		65	Kempner	500
		73	Dale	500
		75	Cross Roads	300
		42	Independence	300
		36	Charlie	500
		46	Thornberry	500
Coke	*I. D. Durham	18	Tennyson	500
		20	Robert Lee	500
		2	Ft. Chadbourne	500
		1	Powell	250
		8	Edith	500
		25	Walnut	200
		5	Sanco	500
Coleman	J. C. Griffin	1	Buffalo	500
		69	Bee Branch	350
		58	Novice	500
		52	Valera	400
		35	Gouldbusk	400
		67	Trickham	500
		64	Goldsboro	400
		6	Glen Cove	400
		62	Folk	500
		8	New Silver Valley	400
		11	Concho Peak	400
		66	Midway	250
			Talpa	500
			Rockwood	500
			Burkett	400
Collin	W. E. Foster	123	Colleaka	500
		37	Clear Lake	350
		12	Climax	200
		128	Altoga	500
		124	Parker	300
		116	Kelly	300
		115	Ash Grove	300
		68	Viney Grove	250
		38	Chambliss	250
		15	Asa Walker	500
		10	Morris	200
		8	Pike	500
		3	Valdosta	350

*Has exofficio county superintendent.

County.	County Superintendent.	District No.	Name of District.	Amount.
Collin—Continued		55	Empire	$250
		62	Warden	350
			Prosper	500
			Copeville	300
			Blue Ridge	450
			Lavon	400
Collingsworth	*A. C. Nicholson	17	Plymouth	350
		2	Aberdeen	500
		40	Nicholson	275
		14	Quail	500
		19	Una	450
		6	Lutie	400
		5	Fresno	250
		4	Dozier	375
Colorado	C. K. Quin	45	Bayne	350
			Rock Island	500
Comanche	W. D. Jenkins	9	Soda Springs	500
		26	Hazel Dell	300
		34	Ebenezer	350
		62	Cotton Grove	500
		65	Lamkin	500
		10	Oak Grove	300
		12	Briar Grove	350
		40	Democrat	300
		43	Energy	400
		55	Elm Grove	400
		6	Sabana	325
		21	Buffalo	350
		31	Cathey	300
		36	Baggett	400
		53	Trinity	400
		50	Graham's Chapel	350
		77	Liberty	400
		49	Suez	350
		57	Live Oak Grove	300
		68	Mt. View	300
		18	Macksville	200
		8	Pounds	200
			Downing	500
			Beattie	500
			Hasse	500
			Theney	500
			Bibb	350
Concho	*Jas. E. Howze	1	Paint Rock	500
		8	Concho	400
		11	Millersview	500
		25	Hoskins	200
Cooke	E. N. Blackburn	25	Whaley	500
		33	Burns	300
			Era	500
Coryell	J. C. McKelvy	18	Amity	500
		106	Ireland	500
		74	Boyd Cove	500
		1	Turnersville	500
		41	Davidson	500
		15	Pan Cake	500
		77	Levita	325
			Jonesboro	500
			Evant	500
Cottle	*W. O. Jones	10	Plainview	500
		22	Chalk	300
		19	Lone Star	300
		11	Moore	500
		20	University	350
		12	Common School	200
Crosby	*P. L. Parrish	5	Cone	350
		6	Fairview	500
		8	Farmer	200
Dallam	*T. S. Mills	1	Texline	500

*Has exofficio county superintendent.

County.	County Superintendent.	District No.	Name of District.	Amount.
Dallas	Thos. E. Henry	66	Bonnie View	$200
		87	Florence Hill	300
		38	Wheatland	500
		30	Kleberg	400
		9	Vickery	250
		1	Pleasant Valley	200
		18	New Hope	300
		67	Houston	500
		80	Hackberry	400
		26	Balch Springs	500
			Trinity Heights	450
			Duncanville	500
			Richardson	500
			Lisbon	500
			Cockerell Hill	500
			Carrollton	500
Dawson	*Geo. Foster	11	Fairview	400
		9	Lon	400
		22	McCarty	400
		15	Key	400
Delta	W. E. Chancellor	6	Doctor's Creek	300
		25	Yowell	500
		43	Mt. Joy	500
		22	Blue Prairie	350
		3	Greenwood	400
		39	Union	400
		27	Eureka	400
		20	Perkins	400
		15	Lake Creek	500
		23	Brushy Mound	400
			Enloe	500
			Ben Franklin	500
Denton	L. H. Edwards	59	Roanoke	500
		10	Bolivar	500
		44	Corinth	400
		53	Garza	500
		63	Bethel	500
		70	Donald	400
		66	Hebron	400
		47	Little Elm	500
		77	Liberty	500
		92	Light's Chapel	200
		62	Chinn Chapel	500
		26	Cooper Creek	500
		32	May	350
		16	Mustang	350
		50	Hackberry	200
		81	Midway	300
		30	Salt Branch	200
		28	Elm Ridge	500
		18	Spring Hill	500
		31	Lloyd	500
			Aubrey	500
Dickens	*Blaine Speer	1	Dickens	500
		6	Cottonwood	500
Donley	*J. C. Killough	2	Lelia Lake	350
		4	Giles	300
		6	Jackson Valley	300
Eastland	R. E. Sikes	11	Rogers	500
		43	Pleasant Hill	400
		42	Romney	450
		17	Long Branch	350
		41	Desdemona	500
		47	Cook	400
		37	Sabanno	500
		34	Dothan	500
		30	Okra	500
		45	George Hill	250
		27	Grandview	500
		2A	Lone Cedar	400
		53	Mangum	350
		31	Union Hill	400
		19	Pioneer	500
			Scranton	500
			Nimrod	400

*Has exofficio county superintendent.

County.	County Superintendent.	District No.	Name of District.	Amount.
Ellis	W. S. Ely	22	Mt. Peak	500
		49	Howard	500
		5	Wyatt	500
		50	Nash	500
		21	Newton Branch	200
		103	Hamrock	500
		73	Plum Grove	500
		69	Slay	450
		23	Sardis	200
		54	Bethel	200
		36	Ozro	200
		82	Dalton	500
		81	Telico	500
			Sterrett	500
Erath	W. T. Graves	96	Germany Creek	250
		80	Seldon	400
		61	Howell Springs	300
		52	Moore	500
		42	Keith Branch	250
		10	Salem	300
		6	Millerville	275
		9	Bunyan	500
		21	Cow Creek	450
		76	Shady Grove	400
		87	Union	375
		26	Victor	400
		51	Patillo	350
		78	School Hill	325
			Morgan's Mill	500
			Lingleville	500
			Harbin	500
			Purvis	500
			Clairette	500
			Bluffdale	500
			Alexander	500
			Duffau	500
Falls	G. A. Pringle	20	Cego	500
		46	Morris	300
		47	Pleasant Grove	400
		31	Blue Ridge	200
		24	Liberty	200
			Bellfalls	500
Fannin	R. M. Parker	108	Carson	350
		107	Lamasco	300
		105	Danner	400
		104	Post Oak	300
		103	New Hope	400
		102	Elwood	500
		96	Boyd	400
		95	Ridings	350
		87	Fulp	300
		65	Grove Hill	400
		17	Lanius	400
		5	Ash Grove	300
		22	Burnett	375
		13	Harrison	200
		61	Terry	350
		119	Cottage Bend	300
		71	Corinth	400
		16	Hilger	400
		112	Telephone	500
		101	Tulip	400
		63	Bailey	500
		139	High Prairie	300
		51	Bartley	400
		55	China Grove	500
		10	Randolph	500
		136	Chaney	400
		15	Brotherton	300
		42	Woods	500
		57	Gober	500
		92	Mulberry	500
		3	Parker	300
		11	Union Valley	300
		43	Oak Ridge	350
		58	Three P	500
		118	Taylorsville	500
		31	Allen's Point	500
		72	Hopewell	500

*Has exofficio county superintendent.

County.	County Superintendent.	District No.	Name of District.	Amount.
Fannin—Continued		29	Selfs	500
			Ector	500
			Savoy	500
			Windom	500
Fayette	G. A. Stierling	57	West Point	450
Fisher	W. C. Martin	44	Pleasant Valley	200
		6	Dowell	500
		43	Palava	300
		40	Travis	225
		39	North Roby	275
		24	Longworth	500
		23	Dorras	300
		28	Sardis	300
		3	Avelon	350
		33	Busby	300
		34	Center	100
			Royston	500
			McCaulley	500
			Sylvester	500
Floyd	*E. P. Thompson	1	Eric	350
		30	Weathers	300
		10	Harmony	350
		7	Meteor	500
		6	Starkey	250
		9	Sand Hill	500
		11	Lake View	400
		14	Lone Star	400
Foard	*G. W. Walthall	13	Foard City	400
Fort Bend	Herman Beyer	13	Bethel	300
Franklin	*O. L. Reaves	13	Cypress	300
		15	Union	250
		9	Hopewell	400
		10	Rock Hill	400
Freestone	Furney Richardson	5	Cotton Gin	500
		3	Turlington	300
		1	Mt. Zion	300
		9	Wilson Chapel	250
			Streetman	500
			Donie	500
Frio	*S. T. Dowe	15	Melon	400
Galveston	J. M. Fendley	18	Arcadia	500
		19	Alta Loma	300
		12	Friendswood	300
		20	Algoa	300
		21	San Leon	300
Gillespie	*A. H. Kneese		Harper	500
			Willow City	500
Glasscock	*C. W. Cunningham	2	Fairview	250
Gonzales	J. C. Cochran	42	Clark	200
		42	Menger	200
		29	School Land	200
		22	Cost	350
		13	Stewart's Prairie	500
Grayson	Jas. A. Giles	1	Pilot Grove	500
		104	Gordonville	500
		96	Pottsboro	500
		79	Ambrose	500
		50	Pink Hill	200
		72	Sadler	500
Gregg County	Walter E. Jones	3	Gladwater	500
Grimes	J. C. Crutchfield	11	Lynn Grove	250
		22	Keith	500
		3	Pine Grove	250
		32	Evergreen	200
		21	Mesa	300
		9	Courtney	400

*Has exofficio county superintendent.

County.	County Superintendent.	District No.	Name of District.	Amount.
Grimes — Continued		16	Singleton	500
		31	Grimes Smith	300
		2	Independence	200
Hale	*W. B. Lewis	25	Snyder	400
		20	Abernathy	500
		21	Lake View	500
		15	Halfway	500
		9	Petersburg	500
		11	Norfleet	350
			Hale Center	500
Hall	*S. G. Alexander	5	Hulver	500
		15	Pleasant Valley	400
		19	Turkey	500
		2	Eli	500
		25	Lodge	500
		12	Brice	500
		7	Newlin	500
		11	Indian Creek	400
		27	Churchman	500
			Lake View	400
Hamilton	R. P. Edgar	2	Gentry's Mill	500
		21	Live Oak	400
		20	Liberty	500
		31	Fairview	500
		45	Mason	400
		15	Lund	350
		39	Tonkawa	200
			Carlton	500
			Pottsville	500
Hansford	*S. B. Hale	6	Common School	350
Hardeman	*Lon M. Davis	27	Medicine Mound	425
		12	Hooleyan	400
		10	Elba	200
Hardin	R. P. Gibbs	5	Plank	200
		15	Honey Island	450
		22	Caney Head	300
Harris	J. W. Lyle	13	Seabrook	500
		15	Cedar Bayou	450
		16	Penn City	400
		19	Webster	450
		29	Aldine	450
		36	Almeda	500
		42	Katy	450
		46	Dairy	475
		24	Southland	450
		43	Genoa	450
		14	Deer Park	500
		45	Mykawa	500
		40	Deepwater	500
		48	Mt. Houston	500
		9	Willow	400
Hartley	*J. H. Phillips	1	Hartley	400
			Channing	500
Haskell	T. C. Williams	10	Cliff	350
		33	Foster	250
		36	Roberts	300
		2	Judd	500
		16	Sayles	250
		30	Cook Springs	500
		6	Pinkerton	400
		13	Lone Star	400
		20	Mitchell	400
		46	Vontress	350
		15	Post	350
		28	Rose	450
		37	Common School	400
			Weinert	300
			Carney	400
			Sagerton	400
Henderson	W. S. Harris	6	Trinidad	400
		47	Brownsboro	500
		31	Stockard	500

*Has exofficio county superintendent.

County.	County Superintendent.	District No.	Name of District.	Amount.
Henderson—Continued		23	Oakland	350
		27	Mallard Prairie	500
		60	Sand Flat	400
		40	Cross Roads	400
			Murchison	500
			Greensboro	500
Hidalgo	J. S. Bunn	12	Alton	450
Hill	Leon Culberson	118	Culp	500
		21	Pierce	500
		114	Lakenon	500
			Mertens	500
			Irene	500
			Penelope	500
			Birome	300
			Blum	500
			Aquilla	500
Hood	*W. L. Dean	2	Thorp Springs	500
Hopkins	John Hurley	32	Nelta	500
		63	Plunkett	500
		81	Arbala	500
		30	Dyke	500
		92	Richland	400
		72	Mahoney	300
		35	Birthright	350
		89	Martin Springs	500
		38	South Sulphur	300
		39	Denis Chapel	400
		1	New Home	500
		2	Cornersville	475
		11	Bethel	325
		47	Oakland	250
		48	Brannon	400
		62	Overland	200
		65	Ridgeway	100
			Brashear	500
			Saltillo	500
			Pickton	500
Houston	J. N. Snell	17	Creek	500
		66	Union	400
		27	Grounds	500
		47	Percilla	500
		68	Volga	300
		3	Ash	500
		54	Prairie Point	450
		57	Rockland	450
		1	Antioch	500
		52	Porter Springs	450
		4	Augusta	350
		69	Jaunita	400
		11	Center Ridge	300
		29	Hagerville	350
		63	Stubblefield	350
		73	Sulphur Springs	250
		70	Weches	500
		22	Energy	500
		15	Cooper	300
		31	Hays Springs	300
		43	New Prospect	200
		32	Holley	350
		36	Latexo	500
		33	Kennard	500
		9	Center	250
Howard	*S. A. Penix	20	Davis	350
		8	Midway	500
		2	Coahoma	500
		4	Vincent	500
		10	Elbow	300
Hunt	W. H. Ibbotson	58	Union Hill	375
		140	Weiland	400
		72	Hooker	500
		19	Merrick	400
		86	White Rock	500
		21	Midway	350

*Has exofficio county superintendent.

County.	County Superintendent.	District No.	Name of District.	Amount.
Hunt—Continued		83	Hickory Creek	450
			Floyd	500
			Caddo Mills	500
Jack	J. W. Fulcher	66	Avis	300
		6	North Creek	500
		4	Gibtown	300
		55	Jermyn	300
		44	Vineyard	500
		26	Postoak	350
		63	Sycamore	200
			Bryson	500
Jackson	*J. W. Bagby	1	Texan Rhodes	500
		19	Lorita	500
		20	Deutschburg	300
Jasper	B. T. Withers	19	Harrisburg	500
		15	Bula Springs	500
		21	Mt. Union	500
		8	Erin	500
		2	Homer	400
		10	Magnolia Springs	500
		4	Peachtree	200
Jefferson	H. C. Daniel	2	China	500
		16	Port Neches	400
Jim Wells	T. L. Barnhouse		Bentonville	500
Johnson	G. S. Thomas	7	Prairie Grove	500
		51	Plainview	400
		62	Bethany	400
		68	Egan	400
		32	Cuba	400
		36	Parker	400
		11	Cahill	300
			Lillian	500
			Joshua	500
Jones	C. L. Prichard	62	Wilson	350
		11	Swans Chapel	450
		2	Antelope	500
		7	Oak Grove	500
		8	Elliot	475
		18	Compere	475
		25	Nugent	500
		35	Cranston	350
		50	Bumpass Hill	460
		57	Anderson Chapel	450
		64	Union	200
		5	Tuxedo	500
		31	Stith	500
		61	King	250
		56	Bitter Creek	475
		30	Harmony	300
		49	Golan	400
		1	Pleasant Hill	350
		13	New Hope	200
		36	Hodges	450
		17	Delk	300
		21	Midway	375
			Avoca	500
			Leuders	500
			Hawley	500
Kaufman	J. B. Weaver	70	New Salem	400
		6	Prairieville	500
Kent	*J. W. Darden	13	Girard	500
		1	Clairemont	500
Kleberg	*Ben F. Wilson	6	Vattemannville	200
Knox	*W. M. Moore	8	Gilliland	200
		7	Gillespie	500
Lamar	W. H. Snow	30	Ballinger	200
		11	Bairdstown	500
		47	Forest Hill	300
		72	Rocky Hill	300
		86	Mt. Olive	300

*Has exofficio county superintendent.

County.	County Superintendent.	District No.	Name of District.	Amount.
Lamar—Continued		33	Brookston	350
		7	Pattonville	500
		9	Minter	400
		88	Linden	300
Lamb	*C. H. Curl	4	Littlefield	300
Lampasas	*J. T. Higgins	8	Clayton	500
		11	Unity	500
		15	Adamsville	500
Lavaca	Wm. Eilers	6	Komensky	400
		8	Rocky	250
		7	Moravia	500
			Provident City	350
Lee	C. M. Bishop	14	Mally	275
		15	Oak Grove	275
		40	Phears	350
		12	Tanglewood	500
Leon	J. W. Henderson	23	Flo	200
		40	Flynn	350
Liberty	P. S. Newberry	13	Hightower	500
		10	East Tarkington	500
		17	Box Island	200
Limestone	J. R. Atkins	17	Mesquite	500
		9	Pleasant Grove	400
		10	Bethel	500
		14	Box Church	300
		87	Yarbroville	500
		113	New Hope	350
		102	Rocky Point	300
		5	Watt	500
		78	Nuz	500
		13	Horn Hill	500
		66	Kirk	500
		1	Frosa	350
		72	Dale	300
		106	Mustang	375
		64	Prairie Hill	400
		29	Davis Prairie	400
		73	Delia	350
		104	Oliver	500
		35	Beulah	350
Lipscomb	*W. A. Sewell	1	Lipscomb	500
		24	Plum Creek	300
		25	Loland	200
Live Oak	*W. W. Caves	3	Votaw	200
		2	Simmons	250
			Three Rivers	500
			Oakville	500
Lubbock	*E. R. Haynes	11	Canyon	300
		2	Center	300
		5	Bledsoe	200
		24	Carlisle	300
Lynn	*J. L. Stokes	2	Tahoka	500
Madison	Jno. T. Conn	1	Conner	500
		23	Mt. Tabor	400
		17	Jenkins	500
		20	Mecca	450
			Willow Hole	500
			North Zulch	400
Mason	*Glenn W. Smith	27	Katemcy	500
			Pontotoc	450
Matagorda	W. C. Gray	13	Turtle Bayou	500
		17	Collegeport	500
			Markham	500
McCulloch	E. L. White	44	Montgomery	500
		11	Mercury	500
		13	Lohn	500
		31	Corn Creek	325

*Has exofficio county superintendent.

County.	County Superintendent.	District No.	Name of District.	Amount.
McCulloch—Continued		36	Placid	350
		17	Pear Valley	500
		20	Harkrider	300
		15	Waldrip	400
		16	Stacey	250
McLennan	R. L. Abbott	63	Speegleville	300
		36	Spring Valley	400
		72	Tokio	500
			Bruceville	400
Milam	J. F. Chadwick	4	Granger	350
		50	Buckholts	400
		49	Adhall	500
		59	Ben Arnold	250
		52	Bryant Station	200
		77	Eagle	300
		56	North Elm	200
		19	Pleasant Hill	350
		18	Watson Branch	300
		69	Barron	500
Mills	*G. H. Dalton	42	Prairie	200
			Star	500
Mitchell	*J. H. Bullock	16	Valley View	350
			Westbrook	500
Montague	W. W. Snodgrass	101	Prairie Hill	250
		30	Dye Mound	200
		18	Mallard	500
		37	Forestburg	500
		43	Ringgold	400
		56	Fruitland	350
		87	Belcherville	400
		97	Burr Oak	200
		69	Denver	200
		23	Uz	400
		29	Smyrna	200
		55	Oak Bluff	300
		68	Duxburg	250
Montgomery	J. T. Terry	15	Splendora	500
Motley	*C. B. Whitten		Roaring Springs	500
Nacogdoches	Jno. B. Stripling	64	Lone Star	250
		45	Cross Roads	300
		57	Moral	150
		46	Smyrna	400
		50	Jamesville	300
		44	Clear Branch	175
		15	Harmony	500
		17	Oak Ridge	500
		23	Waden	500
		28	Alozan	300
		40	Trinity	500
		66	Blake	400
		41	Shady Grove	350
		1	Swift	500
		16	Martinsville	500
		32	Attoyac	450
		11	Friendship	325
		42	Lilbert	500
		70	Sacul	500
		20	Mahl	350
		12	Nat	500
		10	Odell	200
			Appleby	500
			Mayotown	500
Navarro	J. B. Davis	21	Zion's Rest	500
		70	Barry	400
		104	Horn	250
		106	Round Prairie	400
		78	Mt. Nebo	400
		1	Chatfield	400
		32	Navarro	400
		73	Purdon	500
		92	Greer	500

*Has exofficio county superintendent.

County.	County Superintendent.	District No.	Name of District.	Amount.
Navarro—Continued		80	McClung	350
		3	Elm Flat	400
			Roane	400
Newton	G. A. Baker	1	Toledo	300
		8	Burkeville	400
		9	Enterprise	250
		16	Bonweir	425
		17	Ford	500
		4	Survey	350
Nolan	J. L. Ross	5	Nolan	400
		18	Summers	250
		24	Maryneal	425
		16	Champion	500
		26	Antelope	300
		28	Decker	430
		11	Ada	300
		21	Wastella	500
		6	Dora	400
		7	Hilton	500
Nueces	Nat Benton	2	London	200
			Driscoll	200
Ochiltree	*R. T. Carrell	5	Cameron	250
		18	Garrett	240
Orange	*D. C. Bland	14	West Orange	500
		18	Mauriceville	500
		5	Vibor	500
Palo Pinto	A. F. Jones	27	Brazos	400
		10	Salesville	500
		4	Village Bend	285
		25	Dobbs Valley	190
		2	Oran	500
		13	Brazos Valley	200
		33	Sharp Valley	200
			Gordon	500
			Palo Pinto	500
			Santo	500
Panola	L. R. Sharp	9	Brooks	400
		18	Rock Hill	500
		40	Fair Play	400
		30	Waldrop	250
		29	Broome	300
		42	Shady Grove	400
		27	Gary	400
		22	Jumbo	300
		14	Alsup	300
		3	Deadwood	300
		33	Ragley	400
		34	Brushy	400
Parker	W. V. Shadle	7	Post Oak	300
		23	Peaster	450
		27	Rock Tank	300
		83	Garner	500
		42	Aledo	500
		14	Erwin	350
		51	Poe Prairie	200
			Whitt	500
			Poolville	500
			Springtown	500
Polk	J. H. Taylor		Knox	400
			New Willard	500
Raines	*J. B. Allred	22	Bright Star	250
Red River	S. E. Clark	13	Garvinsville	400
		74	Fairview	400
		61	Hopewell	500
		42	Mosley	400
			Bagwell	500
Refugio	*Leslie Adkins	7	Common School	450
			Woodsboro	500

*Has exofficio county superintendent.

County.	County Superintendent.	District No.	Name of District.	Amount.
Robertson	H. A. Bush	23	Boone Prairie	500
		5	Bishop	400
		4	Easterly	500
		3	New Baden	400
Rockwall	*J. W. Reese	4	Prairie View	500
		3	McCreary	200
		6	Blackland	500
			Fate	500
Runnels	L. S. Bird	15	Norton	500
		6	Walthall-Union	500
		16	Old Norton	350
		46	Hatchel	500
		53	Paramore	250
		21	Cochran	210
		48	Crockett	330
		47	Poe	400
		22	Mazeland	500
		20	Pucket	375
		12	Wingate	500
		19	Pumphrey	500
		41	Drasco	400
		29–30	Harmony	350
		2	Crews	470
		42	Kirby	300
		49	Eagle Branch	250
		5	Maverick	450
		40	Valley Creek	300
		51	Midway	300
		44	Stone	200
			Rowena	500
Rusk	J. T. Watson	60	Wood Glenn	300
		57	Shiloh	500
		53	Rhodes	200
		50	Pleasant Grove	300
		48	Patrick	350
		43	Oak Flat	400
		42	New Hope	200
		40	Prospect	400
		38	Mt. Union	250
		37	Mt. Hope	300
		36	Motly	300
		35	Miller	400
		34	Minden	500
		31	Lee	200
		27	London	500
		26	Jacobs	300
		25	Isabel Chapel	400
		24	Hickey	450
		19	Good Springs	400
		17	Farmers Institute	350
		15	Dirgen	350
		13	Crimm's Chapel	500
		10	Compton	400
		6	Buford	250
		4	Bunker Hill	300
		3	Bethel	350
		1	Arlan	250
		5	Pirtle	500
		11	Church Hill	350
		16	Ebenezer	300
Sabine	*J. B. Lewis	5	Lone Star	500
		17	Ruddell	500
		36	Hickory Ridge	400
San Augustine	Lillie Hazle	18	Melvin	500
		28	Steep Creek	500
		11	Denning	500
		14	Salem	500
		4	White Rock	500
		26	Broaddus	500
		24	Alliance	400
		12	Ratcliff	350
		20	Harvey Creek	500
		33	Wade	500
		32	Henry Hill	500
San Jacinto	*Wm. McMurrey	7	Oak Shade	500

*Has exofficio county superintendent.

County.	County Superintendent.	District No.	Name of District.	Amount.
San Patricio	*M. A. Childers	6	St. Paul	500
San Saba	D. W. Brown	15	Shiloh	500
		19	Colony	500
		3	Mt. Pleasant	500
		10	Hall	500
		28	Crescent	400
		33	Bethel	500
		27	Jim Ferguson	200
Scurry	*C. R. Buchanan	13	Fluvanna	500
		1	Camp Springs	500
			Ira	500
			Hermleigh	500
			Dunn	500
Shackelford	*J. A. King	7	Sedwick	200
Shelby	J. B. Hammer	19	Neuville	500
		69	Buna Vista	500
		10	Huber	400
		82	Day	400
		3	Rose Hill	300
		42	Lamar	500
		61	Snow Hill	300
		31	Pine Hill	350
		25	Patroon	400
		23	Campti	250
		16	Clear Creek	200
		7	Blair	500
		55	Cedar Yard	350
		2	Wedgewood	350
		39	Bermuda	450
		28	Ballard	400
		88	Brown	250
		14	Harrison	350
Sherman	*C. H. Roland	7	Texhoma	400
Smith	A. W. Orr	68	Wood Springs	400
		31	Liberty Hill	450
		1	Antioch	300
		24	Hopewell	500
		62	Union Point	500
		34	Model	450
		4	Bascom	450
		59	Senter Hill	300
		5	Black Fork	400
		17	Evergreen	400
		8	Burns	400
		45	Pleasant Grove	400
		61	Thompson	300
		39	Nebo	400
		15	Enterprise	500
		46	Pleasant Hill	500
Stephens	*Jesse R. Smith	15	Mt. Valley	500
		11	Ivan	200
		10	Caddo	500
Stonewall	T. R. Webb	16	Double Mountain	250
		31	Swenson	500
		6	Shinery Lake	400
		28	Rio Vista	200
		7	Brazos Valley	325
		2	Plainview	325
			Peacock	500
Tarrant	G. T. Bludworth	54	Little	500
		94	Hurst	400
		33	Bedford	500
		68	Rendon	350
		15	Britton	500
		69	New Hope	300
		44	Ederville	300
		18	Azle	500
		8	Miller	250
		30	Tarrant	200
		52	Johnson Station	500
		92	Duplex	300
		47	Pantego	350
		93	Castleberry	350

*Has exofficio county superintendent.

County.	County Superintendent.	District No.	Name of District.	Amount.
Tarrant—Continued		55	Village Creek	200
			Brooklyn Heights	500
			Rosen Heights	350
			Keller	500
			Smithfield	500
			Kennedale	500
			Arlington Heights	300
			Crowley	500
Taylor	J. S. Smith	39	North Park	500
		9	Buffalo Gap	500
		24	Bradshaw	500
		52	View	425
		49	Bethel	500
		21	Spring Creek	500
		7	Valley Creek	500
		19	Ovalo	500
		30	Lisman	375
		17	Cedar Creek	500
		38	Iberis	500
		11	Sambo	500
		32	Blair	500
		36	Union Ridge	425
		5	Tuscola	500
			Caps	500
			Potosi	500
			Tye	500
Terry	*Geo. W. Neill	2	Gomez	250
		1	Brownfield	500
Throckmorton	*A. H. King	10	Elbert	450
			Throckmorton	500
			Woodson	500
Titus	John Myers	4	Liberty	300
		14	Chapel Hill	500
		18	Marshal Springs	500
		19	Panther's Chapel	350
		29	Lone Star	400
		7	Monte Cello	300
		1	Talco	500
		3	Common School	500
Tom Green	E. M. Davis	10	Mullen	400
		1	Christoval	500
		12	Mereta	500
Trinity	W. B. Mills	5	Chita	400
		13	East Prairie	400
		10	Nogales	500
		1	White Rock	300
		3	Massy Creek	350
		15	Gaston	400
		12	Honest Ridge	450
		7	Apple Springs	500
		2	Saron	500
		26	Bold Springs	500
		35	Centralia	500
		6	Josserand	500
		9	Alabama	300
		24	New Zion	200
		11	Hackberry	425
		14	Pine Island	250
			Glendale	350
Tyler	Grover C. Lowe	17	Chester	300
		2	Mt. Pisgah	250
		3	Harmony	200
		10	Fairview	500
		11	Beech Creek	200
		12	Spurger	500
		39	Hillister	250
		40	Shiloh	300
		46	Sadell	250
			Rock Island	400
			Colmesneil	500
Upshur	A. L. Bradfield	12	Soules Chapel	400
		15	Rosewood	425
		23	Mings Chapel	400

*Has exofficio county superintendent.

County.	County Superintendent.	District No.	Name of District.	Amount.
Upshur—Continud.		2	Simpsonville	500
		21	Glenwood	400
			Ore City	500
Uvalde	J. E. Matthews	4	Montell	500
			Utopia	500
Van Zandt	G. D. Staton	2	Cream Level	400
		5	Sulphur Springs	450
		25	Mill Creek	250
		56	Friendship	400
		59	Ben Wheeler	500
		87	Central	400
		109	Sexton	400
		110	Myrtle Springs	500
		13	Owlet Green	350
		103	High	250
		18	Colfax	500
		39	Lawrence Springs	250
		17	Hayden	250
		53	Van	500
		29	Wallace	300
		40	Previtt	360
			Fruitvalle	400
			Canton	500
			Martin's Mill	500
Victoria	Geo. M. Crutsinger	21	Levi	350
Walker	J. C. Thomas	8	Clines Prairie	500
		12	Bath	500
		4	Moore's Grove	500
Waller	T. A. Kelly	8	Shiloh	500
			Waller	500
Ward	*Burch Carson	4	Pyote	500
Washington	Wm. Boemer	28	Independence	200
Wharton	Oswald Garrett	42	Magnet	250
		8	Palmetto	500
			East Bernard	500
Wheeler	*M. M. Miller	21	Mobeetie	500
		17	Wheeler	500
		20	Wagner	300
		25	Sandy Basin	225
		16	Lela	200
		23	Mt. Zion	200
		30	Plainview	250
		4	Gracie	300
		12	Zybach	200
		14	Kelton	200
		35	Liberty	200
		31	Merry Flats	300
		19	Locust Grove	275
Wichita	R. M. Johnson	21	Cashion	500
		27	Pond Creek	150
		26	Cobb	300
		3	Deep Creek	300
Wilbarger	L. A. Hollar	5	Doans	300
		37	Odell	500
		24	Tolbert	450
		39	Mapel Hill	500
		16	Haulk	450
		40	Red River	200
		43	Elreno	350
		32	Elliott	500
		27	Oklaunion	500
		1	West Vernon	500
Williamson	P. E. Root	29	Cedar Valley	300
		35	Jim Hogg	300
		47	Lawrence Chapel	400
		18	Barker	500
		55	Beaukiss	400
		3	Leander	300
Wilson	J. E. Swift		Sutherland Springs	500

*Has exofficio county superintendent.

County.	County Superintendent.	District No.	Name of District.	Amount.
Wise	Brandon Trussell	67	Lone Mound	150
		74	Audobon	350
		92	Park Springs	500
		23	Crafton	500
		48	Boyd	325
		53	New Ark	300
		79	Rush Creek	300
Wood	T. O. Craddock	5	Cartwright	500
		22	Pleasant Ridge	500
		8	Forest Home	400
		61	Ayer	350
		68	Mills Springs	300
		15	Stout	500
			Pleasant Grove	500
			Yantis	400
Young	B. W. King	21	Lone Oak	250
		48	Ingleside	350
		9	Henry's Chapel	250
		54	Gray	300
		42	Loving	300
		44	Lamar	300
		1	Bitter Creek	375
		55	Ben Waters	375

THE APPROPRIATION FOR COUNTRY SCHOOLS

SEC. 187. *The Appropriation.*—For the purpose of promoting the country school interests of the State and of aiding the people in providing adequate school facilities for the education of their children, $500,000, or such part thereof as may be necessary, is hereby appropriated out of any money in the State Treasury not otherwise appropriated for the school year ending August 31, 1916, and $500,000, or such part thereof as may be necessary, for the year ending August 31, 1917, to be used in accordance with the provisions of this Act in maintaining country schools.

State aid under the provisions of this Act will be distributed in such a way as to assist all schools that meet the conditions to maintain a minimum school term of six months in each year, and, if possible, a maximum school term of nine months. This appropriation is for the weaker country districts which cannot maintain suitable schools upon their own resources.

Before any school may receive an appropriation, its application must show that the trustees are without the necessary funds to maintain a suitable school, that the citizens have exhausted every legitimate means at their disposal to provide adequate funds, and that the trustees will, if aid is extended, use the money in good faith and in accordance with the provisions of the law.

SEC. 188. *Distribution of Aid.*—The State Board of Education is hereby authorized and directed to supplement the State apportionment to any school coming within the provisions of this Act with an amount not more than $500.00 in any one year, the amount to be determined by the Board upon the merits and needs of the school.

All applications for State aid under this Act shall be made upon the form prescribed by the State Board of Education and furnished by the State Department of Education. Before any application is presented to the State Board of Education for its consideration the State Superintendent shall make careful investigation regarding its completeness, and his certificate that each school applying for State aid meets substantially the requirements of the law shall be required by the Board before aid in any amount is granted.

An appropriation made in accordance with the provisions of this Act will be used in the same manner and for the same purposes as govern the expenditure of the State and county apportionments.

This section requires the State Superintendent to make careful investigation relative to the application of each school. This will be done by means of the blank to be used by schools applying for aid, through correspondence and by personal visitation by the State Superintendent or his representative.

SEC. 189. *Standards and Requirements.*—Any school meeting the following standards shall be entitled to receive State aid:

1. *Location.*—Each school receiving State aid shall be well located on a plot of ground not less than one acre in extent, properly drained and suitably laid out.

The school site should be as near the center of population of the district as practicable. It should be accessible and within easy reach of the public highways. It should also be located so as to conserve the health of school children. A school site should contain not less than one acre of ground, and as much more as the resources of the district will admit. Large, well laid out playgrounds and school gardens will add to the effectiveness of the school plant. A school garden is not prerequisite to receiving State aid under this Act.

2. *School House.*—There shall be provided a suitable school house erected in accordance with the provisions of the school house building law of Texas or meeting substantially the requirements thereof.

A school house to meet substantially the requirements of the State school house building law must be properly lighted, ventilated and heated.

To be properly lighted a school building must have at least one-sixth as much clear window surface as there is floor space. The main light should be admitted into the room so as to fall upon the pupils' left when seated at their desks. The tops of the windows should extend to within six inches of the ceiling and the window sills to a point not lower than three and one-half feet from the floor.

To be properly heated and ventilated, a school building should be furnished with an approved system of heating and ventilation. The law requires that heaters be jacketed, and provided with fresh air intake and foul air vent so that each pupil in the average school room be provided with at least thirty cubic feet of warm fresh air per minute.

The building law further requires that all doors open outwardly; that floors be oiled; that school buildings two or more stories in height be provided with at least two widely separated stairways; and that all inside finishing be without unnecessary fluting and carvings as catch dust and microbes.

3. *Equipment.*—Each such school shall be provided with necessary desks, seats and blackboards; and with such library, books, maps, and globes as recommended in the State course of study, as in the opinion of the State Superintendent said school may be able to purchase.

A systematic effort will be made to assist all country schools entitled to receive aid under this appropriation, and it should be expressly understood that the function of the State Department of Education in this respect is to help schools to meet the seven standards and requirements in so far as it is possible to help local boards.

The fact that a school cannot as it stands meet the standards and requirements is no reason why such school should remain disqualified. From a careful reading of the opening sentence of Section 189 it will be noted that "any school *meeting* the following standards shall be entitled to receive State aid." Therefore, the "door" is not closed to any school but is open to all who will endeavor of their own accord to meet the standards as prescribed by law.

In submitting its application for State aid, a school should give full information as to its equipment. If it does not meet fully all the requirements as to equipment the school trustees should make a definite statement of what will be done to meet the requirements of the law in case State aid is extended them.

4. *Teachers.*—Teachers employed in country schools shall furnish to the State Superintendent satisfactory evidence of professional training to their credit, and all teachers must render efficient service of a high grade.

In selecting teachers, school boards should consider, among other things, the following qualifications:

1. Academic training.
2. Professional training.
3. Character.
4. Experience.
5. Grade of certificate held.

State aid will not be given the second time if it be found that the teachers employed are not rendering service of a high grade.

5. *Attendance.*—In order to receive State aid, each community school must have an enrollment of not more than two hundred pupils, and the attendance record of all such schools for the previous year must not be less than 50 per cent of the entire time that the school was in session, and said school must maintain an attendance record during the year in which it receives such aid of at least 75 per cent, unless it can be shown to the satisfaction of the State Board of Education that the non-attendance is due to one or more of the following causes: (1) Attendance elsewhere; (2) completion of the course; (3) extreme poverty of the family; (4) physical or mental incapacity; (5) lack of transportation facilities beyond a two and a half-mile limit; and providing that no school receiving aid under the provisions of this Act shall be located in a town or city having more than one thousand population according to the last Federal census.

To receive aid under the provisions of this Act, a district must not have a scholastic population of more than two hundred, white and colored. This limitation applies to the entire district, both white and colored, and not to the individual schools in a district.

The percentage of attendance is determined by dividing the average daily attendance of the entire term by the number of scholastics enumerated in the district, with the above exemptions deducted.

6. *Local Tax.*—The school district must have levied and be collecting a local school tax of not less than 50 cents on the $100.00 valuation; provided, that for the school year 1915-16 any district which having voted the required tax, whether being collected for that year or not, shall be entitled to receive the benefits of this Act; provided, that the State Board of Education may, in its discretion, for one time only, apportion any amount not to exceed $200.00, whether any tax has been levied or not, and State aid may be continued upon condition that the district levy and collect the required local tax.

The fifty cents local school tax may be all for maintenance, or it may be part for maintenance and part for interest and sinking fund purposes. After the school year 1915-16, State aid for the second time will not be given a school that does not levy and collect fifty cents on the one hundred dollars valuation for school purposes.

7. *Subjects.*—Each country school shall teach the common school subjects.

Instruction may be given in manual training and domestic economy. Such instruction is not prerequisite to receiving State aid. It is not necessary to have an agricultural garden or farm, or to have a teacher who devotes all of his time to agriculture. Agriculture, however, is required to be taught in all the public schools of Texas except in independent school districts having three hundred or more scholastics. See Section 90, School Laws of 1915.

SEC. 190. *General Power of State Board of Education.*—The State Board of Education shall be authorized and it shall be their duty to make such rules and regulations, not inconsistent with the terms of this Act, as, in its opinion, may be necessary to carry out the provisions and intentions of this Act.

SEC. 191. *Duties of Superintendent of Public Instruction.*—It shall be the duty of the State Superintendent of Public Instruction to go in person or to send some one of the rural school supervisors authorized by this Act to assist the school communities who may desire the privileges of this Act in their efforts to meet the necessary requirements in order that they may participate in the distribution of the funds herein appropriated.

Before approving any application he shall make a thorough investigation in person or through his representative of the grounds, buildings, equipment and possibilities of each school applying for State aid by appropriation from the State Board of Education.

This section requires the State Superintendent to make a thorough investigation in person or through his representative of each school applying for State aid under the provisions of this Act. The representatives of the State Department of Education will visit schools with a view to rendering helpful service to school boards in order that adequate facilities may be provided for the education of children in country districts.

SEC. 192. *Second Aid.*—Before State aid shall be granted a second time to the same school, it shall be necessary that all reports as required of the school officials of said district shall have been received and approved; that the State Superintendent of Public Instruction or one of the rural school supervisors shall have visited said school, and the State Superintendent of Public Instruction has advised the State Board of Education that, in his judgment, the school officials of such district have made diligent efforts to meet the requirements and standards as set forth in this Act, that the school receiving State aid has made satisfactory progress under existing conditions, and that, in his opinion, further aid would prove a good and desirable investment for the State in promoting the educational interests of the people of such district.

State aid under the provisions of this Act will not be extended a second time to a district that is not levying and collecting a local school tax of fifty cents on the $100 valuation. Before aid is extended a second time all reports of the school for the previous year required by law and by the State and county superintendents must be made and approved. The school must also show that satisfactory progress has been made and that additional aid is both necessary and advisable.

SEC. 193. *Warrants and Reports.*—Warrants for all money granted under the provisions of this Act shall be transmitted by the State Superintendent of Public Instruction to treasurers or depositors (depositories) of school districts to which State aid is granted in the same manner as warrants for State apportionment are now transmitted, and it shall be the duty of all treasurers or depositories to make annually itemized reports under oath to the State Superintendent of Public In-

struction of the expenditure of all money granted under the provisions of this Act.

Warrants for all money granted under the provisions of this Act will be sent to the depositories of the schools receiving aid and not to the local school boards. The depositories of schools receiving State aid will be required to submit each year a sworn itemized statement of the expenditure of all money granted under the provisions of this Act, and all vouchers drawn against this fund should be marked accordingly.

SEC. 194. *Apportionment Privileges.*—Country community schools shall still be entitled to share in the distribution of State and county available school funds, and in all other school funds in the same manner as other school districts; and in case high school grades are maintained the community school shall still be entitled to participate in the distribution of any State aid that may be extended by the Legislature of Texas for vocational or industrial purposes to high schools of the State, though it accept the provisions of this Act.

The fact that a school district receives State aid under this Act will not necessarily debar it from receiving State aid for establishing, equipping, and maintaining departments of agriculture, manual training, and domestic economy.

MINIMUM REQUIREMENTS

A school to be eligible to receive aid under this law must comply with the following minimum requirements:

SITE

1. The school building must be well located on a plat of ground not less than one acre in extent (a five-acre tract of land is to be preferred).
2. The premises must be clean and well kept, and the planting of shade trees should be encouraged.
3. The water must be pure, sufficient, and furnished to pupils in a convenient and sanitary manner.

BUILDINGS

1. There must be as many separate rooms as there are teachers.
2. The rooms must be comfortable and the buildings in good repair.
3. The amount of clear light surface for each room must be at least one-sixth of the floor space, and the light must be admitted from the left or left and rear only of the pupils seated at their desks.
4. Each room must be provided with a modern heating and ventilating system properly installed in compliance with the State schoolhouse building law. In selecting heaters, observe the following measurements as to school rooms and cross-sectional area of fire-pot at stove door: Rooms of 8000 cubic feet or less require not less than 16-inch fire-pot; of 8000-12,000 cubic feet, not less than 18-inch fire-pot; of 12,000 cubic feet or more, not less than 20-inch fire-pot.
5. There must be at least two separate outhouses or toilets and they must be kept clean, sanitary, and attractive.

EQUIPMENT

1. Each room must be provided with a teacher's desk costing approximately $10, and a teacher's chair costing approximately $2.
2. Each room must be provided with a sufficient number of modern patent desks (single desks preferred), properly spaced to accommodate the pupils, and screwed down in a neat and orderly manner.
3. Each room must be provided with at least ninety square feet of first class blackboard (hyloplate or better grade) framed with neat moulding and provided with chalk rail. Hyloplate costs approximately ten cents per square foot, and genuine slate approximately twenty-eight cents. Blackboard for primary pupils should not be more than twenty-six inches from the floor.
4. Each school must have a set of at least eight maps, including a map of Texas, costing approximately $12.50; and, if more than one teacher, each map should be in a separate case, steel or wood, costing approximately $2.50 for steel and $2.00 for wood.
5. Each school must have at least one 12-inch or larger meridian globe, costing approximately $5.00.

6. Each school must be provided with one or more copies of the health chart on the prevention of diseases issued by the State Board of Health, Austin, Texas, furnished free, and one standard physiological chart costing approximately $10.00.

7. Each school must be provided with at least $25 worth of books per teacher, the books to be selected from the list found in this bulletin, pages 46-65, and be adapted to the needs of the school. For the elementary grades a dictionary of the grade of Webster's Secondary-School Dictionary, costing approximately $1.50, should be provided. For pupils of high school grades a larger dictionary is necessary. The list of books on hand or selected must be submitted to the State Department of Education for final approval, and the name, the author, the publisher and the cost or estimated value of each book must be given.

TEACHERS

Each school must employ a sufficient number of competent teachers to do acceptable work. If the school employs more than one teacher, the head teacher or principal should hold a first or higher grade certificate. A second grade certificate is not satisfactory evidence of the teacher's professional training.

SCHOLASTIC ENUMERATION

The total enumeration according to the latest census trustee's report must not be more than 200 pupils of scholastic age, both white and colored, and the school must not be located in a town or city having more than 1000 population according to the latest Federal census.

AVERAGE ATTENDANCE

1. For schools that have not heretofore received State aid, the average daily attendance for the scholastic year 1915-16 must not have been less than 50 per cent of the scholastic census enumeration for that year, and not less than 75 per cent for the current year, with certain exceptions as provided by law.

2. For schools that have received State aid heretofore the average daily attendance for the scholastic years 1915-16 and 1916-17 must not be less than 75 per cent of the scholastic census enumeration for said years except as provided by law.

LOCAL TAX

The total school tax for all purposes must be not less than 50 cents on the $100 valuation. Schools collecting a local tax of 50 cents on the $100 valuation may not receive more than $500 in any one year, and are thereby given preference in the law. In extreme cases, and in cases of emergency, schools with a tax rate less than 50 cents, and meeting the other standards and requirements, may be granted State aid in an amount of not more than $200 for one time only.

MEETING THE REQUIREMENTS FOR STATE AID UNDER THE MILLION DOLLAR APPROPRIATION

THE BUILDING SITE

In a great many instances very little consideration has been given to the matter of selecting a suitable building site for the school, especially in rural school districts. Oftentimes the land chosen for a site is regarded as worthless for any other purpose, and certainly very undesirable for the location of a rural school plant, where the children of the community will be required to spend a large portion of the growing period of their lives.

The site *must* contain at least one acre of land; four or five acres would be preferable. The most attractive site obtainable should be selected, giving due consideration, of course, to the convenience and accessibility of the population to be served by the school, and the future development of the district. The site should be located on an established public road and as near to the geographical center of the territory to be served as practicable.

The land selected for the site should have a gradual slope away from the school building and not broken by ditches or ravines. The soil should be fertile and well adapted to the growing of shade trees, shrubbery, and flowers, and be suitable for school gardens and demonstration plats for classes in agriculture.

BUILDINGS

Rooms.—There *must* be as many separate rooms as there are teachers in the school. Cloth curtains or other kinds of improvised temporary partitions are not satisfactory. All partitions should be substantially made and extend full height of walls so as to make each class room separate and distinct from every other class room. Adjustable partitions, such as accordeon or rising doors, are acceptable if properly installed to insure their safe and successful operation.

In the erection of new buildings or in the remodeling of old ones, all class rooms should be approximately of the following dimensions: Length 32 feet, width 24 feet, wall not less than 12½ feet inside. The width of the room should be twice the distance from the floor to the top of main light windows.

The rooms should be comfortable and the buildings in a good state of repair. Attention should be given to see that no panes are missing in the windows and that all doors are equipped with locks and keys.

Painting.—The buildings should be made as attractive as possible. If they are not painted or if in need of repainting, this should be done. Nothing adds quite so much to the appearance of a school building as paint, provided due consideration is given to the selection of the proper colors and the manner in which the paint is applied. All school buildings should be painted both inside and outside according to some har-

monious and attractive color scheme. There are many excellent schemes which are pleasing to the eye. The following schemes have been used in many schools, and are beautiful. For outside: paint roof black, walls steel gray or lead, and trim with brown or white. For inside: paint in three-color or two-color effect. If three colors are desired, paint wainscot, or to wainscot height (3½ feet), window and door frames in chocolate brown or dark green; side walls and window and door sash in stone green or very light gray; and overhead ceiling in cream color, or very light gray, if stone or pale green is used on side walls above wainscot. A plain sanitary molding should be run around the room at wainscot height and painted same color as wainscot, if three colors are used. If only two colors are used inside, use light green or light gray for side walls, and cream or light buff for overhead ceiling. It is not advisable to paint entire inside of same color because of the monotonous effect on the eyes of the pupils. White is not the most desirable color for outside work except as trimming on account of the fact that it reflects the light too strongly, and soon becomes soiled and dingy.

Lighting.—The amount of clear light surface *must* be at least one-sixth the floor space for each room, and the light *must* be admitted from the left, or the left and rear, only, of the pupils seated at their desks. There have been many mistakes made on this point, and they are inexcusable. A simple calculation will enable anyone to determine the exact amount of clear light surface, or window space, required to light a school room properly.

It is desirable to have all light admitted through closely grouped windows from the left of the pupils when they are seated at their desks, and this should always be done when it is possible or practicable to do so. If the required amount of light cannot be obtained from the left, then, in addition, a sufficient number of rear windows may be put in to provide the required amount of clear light surface. All windows for the admission of the main light should extend within six inches of the ceiling and should not come nearer than within three and one-half feet of the floor. Rear light windows should extend within six inches of the ceiling and not nearer than within seven feet of the floor All windows should be fixed so that both sashes may be raised or lowered when necessary for purposes of ventilation in warm weather.

Each room should also be provided with other windows for ventilation purposes. Such windows may be placed on the right of the pupils, or in front of them above the blackboard, provided that all such windows be fitted with substantially made wooden louvres or blinds to exclude the light and admit the air. These louvres or blinds consist of a strong wooden frame fitted with slats put in the frame at an angle of 45 degrees, and should be fastened inside the window frame on outside with long wood screws. Windows for ventilation may extend to within three feet of the floor and may be the same style as the light windows.

Heating and Ventilation.—Each room *must* be provided with a modern heating and ventilating system *properly installed* in compliance with the State schoolhouse building law. No kind of system will be accepted which does not provide for fresh air to be brought into the room and warmed before being distributed over the room, and for the foul air to be removed through an opening either in main flue or foul air flue. No system will be accepted which will not insure an even temperature of 70 degrees Fahrenheit in all parts of the room in the coldest weather without keeping too hot a fire. In providing for the installation of a modern ventilating and heating system, the following dimensions are agreed upon and recommended by the best authorities on the subject:

	Cubic contents of room.		
	8000 cu. ft. or less.	8000 to 12,000 cu. ft.	12,000 to 16,000 cu. ft.
	Not less than		
	sq. in.	sq. in.	sq. in.
I. When foul air is removed through smoke flue:			
1. Smoke flue (inside).....	192	256	400
2. Four air vent.....	144	216	320
3. Fresh air intake.....	144	216	320
II. When foul air is removed through separate flue:			
1. Smoke flue (inside).....	81	144	216
2. Foul air vent.....	192	256	288
3. Fresh air intake.....	192	256	288

There are quite a number of different heating and ventilating systems on the market. Only those which have been approved by the State Department of Education as meeting the requirements of the State school house building law will be accepted as meeting the requirements for schools receiving State aid. Several systems have already been approved by the Department as meeting the requirements of the law, if *properly installed*. This approval by the State Department of Education is in no sense an endorsement of any system as to material, mechanical workmanship, or durability. It simply means that the system, if *properly* installed will meet the requirements of the school house building law.

Of the several systems approved by the State Department of Education, some are doubtless superior to others. Trustees and county superintendents must be their own judges as to the merits of the several systems. They will do well to investigate the several systems approved before making a purchase, and be sure that they are getting value received for the expenditure. In several counties a plan of co-operative purchasing of equipment has been adopted with profit to the schools. When several heating and ventilating systems, as well as other equipment are to be purchased, the trustees of the interested

schools and the county superintendent call a meeting for such purpose and invite the representatives of the different concerns selling such equipment to attend such meeting and exhibit their goods and submit bids on the equipment which will likely be used during that year among the schools of the county. This plan seems entirely practicable, and ought to make it possible for the trustees to have a better understanding of what their schools really need and to enable them to get the lowest price, usually, on the equipment which they purchase.

Water Supply.—There *must* be an abundant supply of pure drinking water on, or conveniently near, to the school grounds, and adequate facilities *must* be provided to furnish water to the pupils of the school in a convenient and sanitary manner.

Well or spring water is acceptable if known to be free from harmful mineral properties, and if spring or well is so situated or covered as to prevent any possible danger of contamination from any source. Cistern water is satisfactory if carried from roofs in screened gutters, and filtered through charcoal and fine gravel or coarse sand. The cement-lined underground cistern is much to be preferred to the one above ground for obvious reasons. Cisterns should be of sufficient capacity to furnish an ample supply of pure water for the entire year. Water from stock tanks, ponds, creeks, and other such unprotected sources is exceedingly dangerous for drinking purposes and will not be acceptable.

The old-fashioned, germ-laden bucket and rope should be discarded. The school well or cistern should be provided with a good pump. The endless chain lifting pump is recommended for underground cisterns because cistern water needs to be frequently aerated or stirred.

The ordinary water bucket and common drinking cup should not be permitted in the school under any consideration. Where water pressure is available sanitary drinking fountains may be installed at reasonable cost. Where water pressure cannot be had, sanitary water cans or barrels, fitted with several large automatic faucets and mounted on substantial stands, may be provided at convenient places on the school grounds. If such cans or barrels are used they should have frequent attention to make sure they are kept in a sanitary condition. There are other methods which will be satisfactory and acceptable, provided the water is furnished to the pupils in a convenient and sanitary manner.

Outhouses or Toilets.—The outdoor outhouse or toilet has been a very perplexing problem to the rural district. Even under the most favorable conditions it is frequently a menace to health and also to morals. Unless every precaution is taken by frequent disinfection for guarding against flies and danger of contamination of the water supply, the outhouse may be a source of disease not only to the children who attend the school, but to the entire community as well. The most satisfactory solution of this problem where a sewerage system is not practicable, is the outdoor sanitary chemical closet.

The principal features of this toilet, in addition to a well constructed house of sufficient size to accommodate the school, is a specially made

fourteen-gauge metal tank painted with a preparation of graphite and asphaltum, and placed in concrete to prevent rusting; a porcelain finished, cast iron bowl similar in appearance to that used in ordinary flush water closet; and a twenty-eight gauge galvanized five-inch vent pipe for the removal of foul gases. Into this metal tank is placed a specially prepared chemical solution, which soon destroys all harmful bacteria in the excretions, and reduces the solid matter to a liquid form so there is no danger in emptying the contents of the tank anywhere. All odors are eliminated so that the emptying process is not disagreeable. This type of toilet, being odorless and sanitary, may be placed in a school building or residence with perfect safety.

In the event the school district is not financially able to install the sanitary chemical toilet, and the "dry" toilet must be continued in use, great care should be exercised in installing it. In addition to a substantially and attractively built house, there should be a water-tight concrete receptacle for the excretions to prevent the contamination of the water supply; a covered dust bin or lime box for a supply of road dust or slacked lime. This box should be placed high enough on the walls so that there will be no temptation for boys to make improper use of it. The excretions in the concrete vault should be treated daily with at least a pint of slaked lime for each seat in the toilet.

There is no greater source of disease than neglected school toilets. All openings should be carefully screened, and the vaults provided with vent pipes for the removal of foul gases. Care should also be taken in the construction of the covers for the seats. Each cover board should be fitted with brass hinges which are rust-proof, and the cover hinge should be at least six inches behind the opening. There should be a stop to prevent the cover board being raised more than 90 degrees so that it will automatically close itself when toilet is not in use.

EQUIPMENT

Furniture.—As careful attention should be given to the selection of the furniture for the school room as for a living room. The color of the furniture should be in keeping and in harmony with that of the walls of the rooms. Each room *must* be provided with a neat teacher's desk and teacher's chair, a sufficient number of well-made and attractive bookcases for the books of the library, and a sufficient number of modern patent desks (single desks preferred) of proper sizes, and properly spaced to accommodate all of the pupils in the room. Pupils' desks should be arranged in neat rows, and all the desks of a row should be of uniform size, that is, No. 1 size in one row, No. 2 size in another row, etc. All pupils' desks *must* be screwed to the floor or to thin boards in a neat and orderly manner.

Blackboards.—Blackboards should be provided in every available space in the room. There *must* be at least ninety square feet of blackboard for each room. Hyloplate, Beaver board, or better grade, will be acceptable. Genuine slate is recommended to schools able to purchase it

as being best and cheapest in the long run. For the different departments of the school, the blackboard should be placed at the following heights from the floor: Primary department, 26 inches; intermediate department, 30 inches; high school department, 34 inches. Slated cloth, or painted boards or walls are not satisfactory and will not be accepted.

Maps, Globes, and Charts.—Each school *must* have a set of at least eight standard maps, including maps of the United States and Texas. If there are more than one teacher in the school there should be a separate set of maps for each room; or each map should be in a separate case, either steel or wood, so that it may be easily carried from room to room when needed.

For each room there must be a standard meridian globe of not less than twelve inches in diameter. Larger globes are recommended where schools are financially able to provide them.

Each school must possess a standard chart on the subject of physiology and hygiene. Historical and agricultural charts are advised for schools having available funds to purchase them.

Library.—Every school should have a library of carefully selected books well adapted to the needs of the school. Schools receiving State aid from the million dollar appropriation *must* have well adapted libraries on the basis of at least twenty-five dollars worth of books for each teacher in the school. In selecting a library, every grade in the school should be kept in mind, and the books should be properly distributed among the grades. In elementary schools, it is not advisable to purchase large dictionaries or extensive reference works. A dictionary of the grade of Webster's Secondary School Dictionary will be found quite sufficient for such schools, and some of the smaller and less expensive encyclopedias are better adapted for all practical purposes. In schools offering high school instruction, a larger dictionary and the more extensive encyclopedias are advised.

Library books must be selected from the list approved by the State Department of Education and published on pages 46 to 65 of this bulletin. Before purchasing a library for such schools, those having the matter in charge should send to the State Department of Education a list of the proposed books to be selected, indicating the title, the author, the publisher, and the price of each book. Such list will receive prompt attention by the Department and will be returned with the approval of the Department, or with such criticisms and instructions as may be found advisable. When list is finally approved, the books should be purchased and delivered to the school.

In order that the books may be protected and preserved, a substantial bookcase should be provided with lock and key, or, better, a small room should be built for the safekeeping of the library, and some efficient system should be adopted by the teacher to encourage the proper use of the books, and to keep track of them so that they will not be destroyed or lost. If it should seem unsafe to leave the books at the school building during the vacation period, they should be left at the

home or office of some responsible person, and returned to the school at the opening of the next school session.

TEACHERS

Pestalozzi expressed it aptly when he said, "As the teacher, so the school." The teacher is unquestionably the most important factor in the success of the school, and for this reason State aid from the million dollar appropriation is made contingent upon the qualification of the teacher, and the character of service rendered by him in the school.

The duty of selecting competent teachers is the greatest responsibility which devolves upon trustees and county superintendents. Trustees should never employ a teacher until they have carefully considered the matter in a meeting of the board, in the light of all the information they are able to secure as to the applicant's qualifications and fitness for their school. The law makes the county superintendent a party to the contract with the teacher, and it is his duty to exercise due diligence in approving contracts with teachers, to the end that the best interests of the school children of the county may be served. There should be the most cordial feeling and hearty co-operation between the trustees and the county superintendent in the administration of the schools of the county. Each should most courteously respect the authority of the other. If this condition prevails among the school officials of the county there will be little occasion for misunderstanding, and the success of the schools will be assured.

In the selection of teachers, trustees and county superintendents should especially consider, among other things, the following essential qualifications: Adequate academic and professional training, good character, successful experience, and grade of certificate held.

To be eligible to receive State aid from the million dollar appropriation, a school *must* employ a sufficient number of competent teachers to do acceptable work. If the school employs more than one teacher, the head teacher or principal *must* hold a first or higher grade certificate. A second grade certificate is not satisfactory evidence of the teacher's professional training. State aid will not be recommended a second time, if it be found that the teachers employed are not rendering a service of high grade.

SCHOLASTIC ENUMERATION

According to the law, a school is not eligible to receive aid from the million dollar appropriation if the *school district* has a scholastic enumeration of more than two hundred pupils, both white and colored, according to the latest approved census rolls of the district; or if located in a town or city having more than one thousand population according to the latest Federal census.

AVERAGE ATTENDANCE

One of the important aims of the law providing State aid for country schools is to stimulate the attendance upon the school. Hence, the

requirement is made of schools seeking State aid that in order to be eligible to receive such aid, the average daily attendance of pupils in the school must have been at least 50 per cent of the entire scholastic enumeration for the previous year, and not less than 75 per cent during the year that State aid is received, "unless it can be shown to the satisfaction of the State Board of Education that the non-attendance is due to one or more of the following causes: (1) Attendance elsewhere; (2) completion of the course; (3) extreme poverty; (4) physical or mental incapacity; (5) lack of transportation facilities beyond a two and one-half mile limit."

LOCAL SCHOOL TAX

As stated in the law, the purpose of the million dollar appropriation is to promote the interests of the rural schools of the State by supplementing the funds of the weaker country schools received from the usual sources, and thus enable them to provide better educational advantages for the children who depend upon such schools for their scholastic training.

In distributing the million dollar appropriation among the rural schools of the State, it is the policy of the State *to help those who are willing to help themselves.* No district is eligible to receive aid under this law unless it levies and collects for all purposes, both for bonds and maintenance, a local school tax of the rate of fifty cents on the one hundred dollars of taxable property in the district, except as hereinafter stated. Such districts as levy such fifty-cent rate, and meet all the other standards and requirements may receive any sum not to exceed five hundred dollars in any one year, and are given preference in the law.

In extreme cases and in cases of emergency, districts with a local school tax rate of less than fifty cents on the one hundred dollars of assessed property valuation, and meeting all the other standards and requirements of the law may receive any sum not more than two hundred dollars, for one time only, and State aid may be continued if the district will increase the local school tax rate to fifty cents on the one hundred dollars.

Before State aid will be recommended for a district under the two hundred dollar provision of the law, the State Superintendent must have satisfactory evidence that a majority of the trustees of the district and a majority of the patrons of the school are in favor of a fifty-cent local school tax and that the local conditions in the district make it impossible to vote such rate.

The State Department of Education desires that every child in Texas shall enjoy the best possible educational opportunity, and that the rural schools shall be well organized, equipped, and administered for the benefit of the country children. There are a great many excellent rural schools in Texas, and the citizens who have provided these schools are to be congratulated for their good judgment and foresight and encouraged to

continue such effort. However, it is sorely regrettable that there are so many rural schools in the State which do not come up to the standard as they should, for various reasons. It is the purpose of the State Department of Education to assist all these schools in every way possible, and it stands ready and eager to lend every means at its command to encourage and promote the country school interests of the State.

GRADED LIST OF LIBRARY BOOKS FOR SUPPLEMENTARY READING IN ELEMENTARY SCHOOLS

The numerals in parenthesis refer to grades for which books are especially adapted. With each title is indicated the names of the publishers and the prices of the books approved by the State Department of Education.

NURSERY RHYMES AND STORIES

(2-3) Adams, Fables and Rhymes
American, 30c

(1-2) Aesop's Fables
Billinghurst, Merrill, 30c; Godolphin, Burt, 60c

(1-2) Anderson, Fairy Tales
Merrill, 30c; Newson, 25c; Rand, 45c

(1-2) Baker, First Book of Poetry
American, 40c

(1-2) Baldwin, Fairy Reader
American, 35c

(2-4) Baldwin, Gulliver's Travels
American, 35c

(1-2) Beebe, First Year Nature Reader
American, 35c

(1-2) Blaisdell, Boy Blue and His Friends
Little, 40c

(1-2) Blaisdell, Child Life First Reader
Macmillan, 25c

(5-8) Candeze, The Adventures of Grillo
Ginn, 45c

(1-2) Coe and Christie, Story Hour Primer
American, 30c

(1-2) Coe and Christie, Story Hour Reader, Book One
American, 30c

(7-8) Coe, Heroes of Everyday Life
Ginn, 40c

(1-2) Eldridge, Child's Reader in Verse
American, 25c

(1-2) Foulke, Twilight Stories
Silver, 36c

(1-2) Grover, Folklore, Primer
Atkinson, 30c

(1-2) Grover, Folklore, Book I
Atkinson, 30c

(1-2) Grover, Folklore, Book II
Atkinson, 30c

(1-2) Grover, Sunbonnet Babies
Rand, 40c

(1-2) Grover, Overall Boys
Rand, 45c
(1-2) Haaren, Fairy Life Golden Rod Books
Newson, 20c
(1-3) Haliburton and Claxton, Grimm's Fairy Stories
Johnson, 25c
(1-2) Holbrook, Hiawatha Primer
Rand, 40c
(1-2) Lansing, Rhymes and Stories
Ginn, 35c
(2-3) McMurry, Fifty Famous Fables
Johnson, 30c
(1-2) Mickens and Robinson, Mother Goose
Silver, 36c
(1-2) Noyes and Guild, Sunshine Primer
Ginn, 40c
(1-2) O'Shea, Six Nursery Classics
Heath, 20c
(1-2) O'Shea, Old World Wonder Stories
Heath, 20c
(1-2) Potter, Tale of Benjamin Bunny
Warne, 50c
(1-2) Potter, Tale of Peter Rabbit
Warne, 50c
(1-2) Poulsson, Through the Farmyard Gate
Lothrop, $1.25
(1-2) Scudder, Book of Fables and Folk Stories
Houghton, 40c
(1-2) Serl, In Fableland
Silver, 36c
(1-2) Stevenson, Child's Garden of Verses
Rand, 50c
(1-2) Welsh, Mother Goose
Heath, 30c
(1-2) Wiltse, Folklore Stories and Proverbs
Ginn, 30c
(1-2) Wells, The Jingle Book
Macmillan, 50c

BIBLE STORIES

(3-5) Baldwin, Old Stories of the East
American, 45c
(7-9) Baldwin, Old Testament Narratives
American, 20c
(3-6) Bunyan, Pilgrim's Progress
Newson, 25c; Scott, 30c

(3-5) Bunyan's Dream Story
American, 35c

(4-5) Endicott, Stories of the Bible
Ed. Pub. Co., 60c

(4-5) Foster, Story of the Bible
Jacobs, $1.00

(4-8) Gillie, The Story of Stories
Macmillan, $1.25

(3-6) Guerber, Stories of the Chosen People
American, 60c

(3-4) Haaren, Stories From the Hebrew
Silver, 42c

(4-5) Kelman, Stories from the Life of Christ
Dutton, 50c

(3-4) Moulton, Bible Stories for Children from Old Testament
Macmillan, 50c

(3-4) Moulton, Bible Stories for Children from New Testament
Macmillan, 50c

(3-4) Proudfoot, Child's Christ Tales
Flanagan, 75c

(4-8) Tappan, The Christ Story
Houghton, $1.50

MYTHS AND LEGENDS

(4-7) Baker, Stories of Old Greece and Rome
Macmillan, 80c

(3-4) Baldwin, Old Greek Stories
American, 45c

(4-6) Baldwin, Stories of the King
American, 50c

(3-4) Baldwin, The Golden Fleece; More Old Greek Stories
American, 50c

(4-6) Bradish, Old Norse Stories
American, 45c

(3-4) Brown, In the Days of the Giants; a Book of Norse Tales
Houghton, 50c

(4-8) Church, Stories of the Old World
Ginn, 50c

(4-8) Copeland, Life in the Greenwood
Ginn, 35c

(3-4) Foster and Cummings, Asgard Stories; Tales from Norse Mythology
Silver, 36c

(4-5) Francilon, Gods and Heroes
Ginn, 40c

(4-6) Green, King Arthur and His Court
Ginn, 50c

(4-7) Greenwood, Merrie England
Ginn, 40c

(3-4) Hall, Four Old Greeks
Rand, 35c

(5-6) Harding, Greek Gods, Heroes and Men
Scott, 50c

(5-6) Hawthorne, A Wonder Book for Boys and Girls
Houghton, 40c

(5-6) Hawthorne, Tanglewood Tales
Houghton, 40c; Macmillan, 25c

(2-3) Holbrook, Book of Nature Myths
Houghton, 45c

(3-4) Hyde, Favorite Greek Myths
Heath, 50c

(4-6) Kingsley, The Heroes; or Fairy Tales for My Children
Ginn, 30c

(3-5) Kupfer, Stories of the Long Ago
Heath, 75c

(4-6) Lang, Blue Fairy Book
Burt, $1.00

(4-6) Lang, Red Fairy Book
Burt, $1.00

(4-6) Lang, Arabian Nights
Longmans, $2.00; Ginn, 45c; Rand, 60c

(4-6) Lansing, Fairy Tales (Open Road Library), 2 Vols.
Ginn, each, 35c

(4-7) Lansing, Tales of Old England
Ginn, 35c

(7-9) Litchfield, The Nine Worlds
Ginn, 50c

(6-8) Long, Old English Ballads
Macmillan, 50c; Heath, 50c

(7-8) Mabie, Legends Every Child Should Know
Southern Sc. Bk. Dep., 50c

(4-7) Mabie, Stories of Norse Heroes
Rand, 40c

(2-3) McMurry, Classic Stories for Little Ones
Ed. Pub. Co., 35c

(2-3) Oswell, Fairy Book
Macmillan, 40c

(3-4) Oswell, Stories Grandmother Told
Macmillan, 40c

(6-8) Perkins, Robin Hood Ballads
Scribners, $1.50

(2-4) Perrault, Tales of Mother Goose
Heath, 20c

(4-5) Pratt, Legends of Norseland
Ed. Pub. Co., 60c

(3-4) Price and Gilbert, Heroes of Myth
Silver, 50c

(6-7) Pyle, Story of King Arthur and His Knights
Scribners, $2.00

(6-7) Pyle, Some Merry Adventures of Robin Hood
Scribners, 50c

(7-8) Ragazin, Siegfried, the Hero of the North, and Beowulf, the Hero of the Anglo-Saxons
Putnams, $1.25

(3-6) Ramee, Bimbi
Ginn, 40c

(4-6) Ruskin, King of the Golden River
Page, 50c; Houghton, 25c; Rand, 25c; Ginn, 25c; Heath, 25c

(4-6) Scudder, Book of Legends
Houghton, 50c

(3-4) Scudder, Book of Fables and Folk Stories
Houghton, 45c

(4-6) Scudder, Book of Legends; Told Over Again
Houghton, 25c

(3-6) Shaw, Stories of the Ancient Greeks
Ginn, 60c

(3-5) Skinner, Tales and Plays of Robin Hood
American, 56c

(2-4) Skinner, Merry Tales
American, 48c

(2-3) Smythe, Old Time Stories Retold
American, 35c

(4-6) Stock, Fanciful Tales
Scribners, 50c

(4-6) Stockton, Ting a Ling Tales
Scribners, $1.00

(3-4) Tappan, Golden Goose and Other Fairy Tales
Houghton, $1.00

(5-7) Tappan, Old Ballads in Prose
Houghton, 40c

(2-3) Turpin, Classic Fables
Merrill, 30c

(6-7) Warren, King Arthur and His Knights
Rand, 50c

FAIRY TALES AND FOLKLORE STORIES

(3-4) Browne, Wonderful Chair and the Tales It Told
Dutton, 35c; Heath, 36c

(2-3) Calhoun, When Great Folks Were Little Folks
Macmillan, 40c

(3-5) Carroll, Alice in Wonderland
Macmillan, 75c; Rand, 30c

(7-8) Chapin, Wonder Tales from Wagner
Harper, $1.25

(6-7) Clark, Arabian Nights
American, 60c

(3-4) Craik, Adventures of a Brownie
Ed. Pub. Co., 40c; Rand, 35c

(4-5) Craik, The Little Lame Prince
Heath, 30c; Macmillan, 35c

(5-6) Defoe, Robinson Crusoe
Macmillan, 25c; Newson, 25c; Scott, 40c; Heath, 60c; American, 35c

(3-5) Grimm, German Household Stories
Houghton, 40c

(3-4) Grimm, Fairy Tales
Macmillan, 25c

(4-5) Hale, Arabian Nights
Ginn, 65c; Rand, 60c

(2-3) Hawkes, Eskimo Land
Ginn, 30c

(4-6) Holbrook, Round the Year in Myth and Song
American, 60c

(4-6) Kingsley, Water Babies
Dutton, 50c; Rand, 45c; Ginn, 35c; Heath, 50c

(4-6) Lee and Carey, Silesian Folk Tales
American, 40c

(5-6) Maitland, Heroes of Chivalry
Silver, 50c

(2-4) Pyle, Prose and Verse for Children
American, 40c

(3-4) Strong, All the Year Round (4 Vols.)
Ginn, each, 30c

(2-4) Wiltse, Hero Folk of Ancient Britain
Ginn, 45c

(4-8) Wyss, Swiss Family Robinson
Ginn, 50c

PLANT AND ANIMAL LIFE

(4-7) Atkinson, First Studies in Plant Life
Silver, 60c

(3-5) Bartlett, Animals at Home
American, 45c

(2-3) Bass, Nature Study for Young Readers
Heath, 35c

(2-3) Bass, Plant Life
Heath, 35c

(2-3) Bass, Animal Life
Heath, 40c

(5-6) Beard, Curious Homes and Their Tenants
Appleton, 65c

(2-3) Brown, Plant Baby and Its Friends
Silver, 48c

(5-6) Fultz, Fly-aways and Other Seed Travelers
Pub. Sc. Pub. Co., 60c

(3-6) Gould, Mother Nature's Children
Ginn, 60c

(2-3) Johonnot, Book of Cats and Dogs
American, 17c

(3-4) Johonnot, Friends in Feathers and Fur
American, 30c

(4-5) Kelley, Short Stories of Our Shy Neighbors
American, 30c

(4-9) Long, Ways of Wood Folk
Ginn, 50c

(4-5) Mix, Mighty Animals
American, 40c

(4-6) Monteith, Some Useful Animals and What They Do for Us
American, 50c

(5-7) Morley, Flowers and Their Friends
Ginn, 50c

(3-5) Noel, Buzz; The Life of a Honey Bee
Holt, $1.00

(4-6) Schwartz, Wilderness Babies
Little, $1.30

(3-6) Stickney, Bird World
Ginn, 60c

(3-5) Stickney, The Earth and Sky
Book One, 30c
Book Two, 30c
Book Three, 35c, Ginn

(3-5) Stokes, Ten Common Trees
American, 40c

(4-7) Torelle, Plant and Animal Children; How They Grow
Heath, 60c

(2-4) Walker, Our Birds and Their Nestlings
American, 60c

(5-8) Wood, Animals, Their Relation and Use to Man
Ginn, 60c

(5-7) Wright, Birds and Beasts
Macmillan, 50c

(3-4) Wright, Earth and Sky
Macmillan, 30c

(5-7) Wright, Four-footed Americans and Their Kin
Macmillan, 50c

STORIES OF ANIMAL LIFE

(8-9) Allen, The Kentucky Cardinal
Macmillan, 50c

(4-6) Bailey, Sure Pop and the Safety Scouts
World Book Company, 35c

(7-8) Bostock, Training of Wild Animals
Century, $1.00

(7-8) Brown, Rab and His Friends
Heath, 20c

(3-5) Brown, Alice and Tom
Heath, 40c

(4-5) Carter, Bear Stories Retold from St. Nicholas
Century, 65c

(3-4) Carter, Cat Stories Retold from St. Nicholas
Century, 65c

(4-5) Carter, Lion and Tiger Stories from St. Nicholas
Century, 65c

(4-5) Carter, Stories of Brave Dogs
Century, 65c

(2-3) Craik, So Fat and Mew Mew
Heath, 20c

(3-5) Eddy, Friends and Helpers
Ginn, 60c

(5-7) George, True Tales of Birds and Beasts
Heath, 40c

(6-8) Hamerton, Chapters on Animals
Heath, 25c

(6-8) Kipling, Jungle Book
Century, $1.50

(6-7) Long, Secrets of the Woods
Ginn, 50c

(4-7) Long, Little Brother to the Bear
Ginn, 50c

(4-9) Long, Wood Folk at School
Ginn, 50c

(4-6) Roberts, Children of the Wild
Macmillan, $1.35

(7-8) Roberts, Kindred of the Wild
Grossett, 75c

(5-6) Sanders, Beautiful Joe
Scribners, 50c

(5-6) Seton, Krag and Johnny Bear
Scribners, 50c

(5-7) Seton, Two Little Savages
Grosset, 50c

(6-7) Seton, Lobo, Rag, and Vixen
Scribners, 50c

(6-7) Sewell, Black Beauty
Crowell, 60c; Newson, 30c; Rand, 40c

(3-8) Smith, Four-footed Friends
Ginn, 50c
(1-2) Smythe, Reynard the Fox
American, 30c
(3-4) Stanley, Animal Folk Tales
American, 52c

NATURE AND SCIENCE

(2-4) Abbott, A Boy on a Farm
American, 45c
(3-4) Andrews, Stories Mother Nature Told to Her Children
Ginn, 50c
(6-8) Ball, Starland
Ginn, 50c
(6-8) Dawson, The Boys and Girls of Garden City
Ginn, 75c
(6-7) Dodge, Reader in Physical Geography
Longman, 75c
(6-7) Eckstorm, The Bird Book
Heath, 72c
(7-8) Fairbanks, Stories of the Rocks and Minerals
Ed. Pub. Co., 60c
(5-7) Ghosh, The Wonders of the Jungle
Heath, 48c
(7-8) Green, Coal and the Coal Mines
Houghton, 75c
(4-8) Gulick, Hygiene Series
Bk. 1, 40c; Bk. 2, 40c: Bk. 3, 50c; Bk. 4, 50c: Bk. 5, 50c;
Ginn
(6-8) Fournier d'Albe, Wonders of Physical Science
Macmillan, 50c
(4-6) Hardy, Sea Stories for Wonder Eyes
Ginn, 40c
(7-8) Harrington, About the Weather
Appleton, 65c
(7-8) Hodge, Nature Study and Life for Teachers
Ginn, $1.50
(5-7) Hooker, Child's Book of Nature
American, $1.00
(7-8) Holden, Real Things in Nature
Macmillan, 54c
(3-4) Holden, Earth and Sky
Appleton, 28c
(5-8) Ingersoll, Book of the Ocean
Century, $1.50
(3-6) Morley, Butterflies and Bees
Ginn, 60c

(3-4) O'Shea and Kellogg, Health Habits
Macmillan, 75c
(3-4) Payne, Geographical Nature Studies
American, 35c
(3-5) Patri, The White Patch
American, 40c
(3-6) Stickney and Hoffman, Bird World
Ginn, 60c
Wright, Seaside and Wayside:
(2-3) Book I, 28c
(3-4) Book II, 36c
(4-5) Book III, 48c
(5-6) Book IV, 60c, Heath

GEOGRAPHY AND TRAVEL

(5-8) Allen, Geographical and Industrial Readers
United States, 65c; Europe, 80c; Asia, 90c, Ginn
(3-4) Andrews, Seven Little Sisters
Ginn, 50c
(3-4) Andrews, Each and All
Ginn, 50c
(4-6) Ayrton, Child Life in Japan
Heath, 20c
(5-7) Blaich. Three Industrial Nations (United States, England, and Germany)
American, 64c
(5-7) Burk, Barbara's Philippine Journey
World Book Co., 60c
Carroll, Around the World
(1-2) Vol. 1, 36c
(2-3) Vol. 2, 45c
(3-4) Vol. 3, 48c
(4-5) Vol. 4, 54c, Silver
(5-8) Carpenter, Geographical Readers; Africa, Asia, Australia, North America, South America, each 60c; Europe, 70c, American
(5-7) Carpenter, Industrial Readers
How the World Is Fed
How the World Is Clothed
How the World Is Housed, American, each, 60c
(3-5) Cady and Dewey, Stories from Great Artists
Macmillan, 35c
(3-6) Chamberlain, Home and World Series
How We Are Fed
How We Travel
How We Are Clothed, Macmillan, each, 40c
(4-6) Chamberlain, Continents and Their Peoples: North America, South America, Australia, Africa, Asia, Europe
Macmillan, each, 55c

(2-3) Chance, Little Folks of Many Lands
Ginn, 45c

(7-9) Dana, Two Years Before the Mast
Houghton, 70c; Macmillan, 25c; Scott, 40c

(4-7) Dole, Spyri's Heide
Ginn, 40c

(5-7) Du Chaillu, Wild Life Under the Equator
Harper, $1.25

(5-7) Du Chaillu, Country of the Dwarfs
Harper, $1.25

(2-3) Dutton, In Field and Pasture
American, 35c

(1-2) Dutton, Fishing and Hunting
American, 30c

(2-4) Dutton, Trading and Exploring
American, 40c

(7-8) Eggleston, Stories of American Life and Adventure
American, 50c

(5-6) George, Little Journeys to Alaska and Canada
Flanagan, 50c

(6-8) George, Little Journeys to Italy, Spain and Portugal
Flanagan, 50c

(3-4) Headland, Our Little Chinese Cousin
Page, 60c

(6-8) Horton, The Frozen North
Heath, 50c

(6-7) Johnson, The World's Discoverers: the Story of Bold Voyages by Brave Navigators During a 1000 Years
Little, $1.35

(5-7) Kingsley, Story of Lewis and Clark
American, 25c

(4-6) Kirby, Aunt Martha's Corner Cupboard
Ed. Pub. Co., 40c

(4-6) Kirby, Wonders of the World
Nelson, $1.50

(6-7) Knapp, Story of the Philippines
Silver, 60c

(6-8) Knox, Boy Travelers in Ceylon and India
Harper, $2.00

(6-8) Knox, Boy Travelers in Great Britain and Ireland
Harper, $2.00

(6-8) Knox, Boy Travelers in the Russian Empire
Harper, $2.00

(5-6) Koch, Little Journeys in Our Western Wonderland
Flanagan, 50c

(6-8) Lane, Industries of Today
Ginn, 25c

(6-8) Lane, Northern Europe
Ginn, 25c

(6-8) Lane, Under Sunny Skies
Ginn, 25c

(6-8) Lane, Toward the Rising Sun
Ginn, 25c

(5-8) Lawler, Columbus and Magellan
Ginn, 40c

(6-8) Lummis, Some Strange Corners of Our Country
Century, $1.50

(3-4) Mansfield, Our Little Dutch Cousin
Page, 60c

(6-7) McDonald, Gerda in Sweden
Little, 50c

(4-5) McClintock, The Philippines
American, 40c

(8-9) Parkman, Oregon Trail
Macmillan, 25c; Newson, 40c: Scott, 40c

(3-4) Peary, Children of the Arctic
Stokes, $1.30

(3-4) Peary, Snow Baby
Stokes, $1.50

(4-5) Peary, Snowland Folks
Stokes, $1.20

(3-4) Roulet, Our Little Spanish Cousin
Page, 60c

(4-5) Scandlin, Hans, the Eskimo
Silver, 42c

(4-6) Schwatka, Children of the Cold
Ed. Pub. Co., $1.25

(3-4) Schwartz, Five Little Strangers and How They Came to Live in America
American, 30c

(3-4) Shaw, Big People and Little People of Other Lands
American, 30c

(3-4) Shaw, Discoverers and Explorers
American, 35c

(7-8) Slocum, Around the World in the Sloop Spray
Scribners, 50c

(2-3) Smith, Eskimo Stories
Rand, 40c

(7-8) Stevenson, Inland Voyages and Travels with Donkey
Scott, 35c; Macmillan, 25c

(4-6) Wade, Our Little Japanese Cousin
Page, 60c

(4-6) Wade, Our Little Norwegian Cousin
Page, 60c

(4-6) Wade, Our Little Swiss Cousin
Page, 60c

(4-7) Winslow, Geographical Readers
Book I, The Earth and Its People
Book II, The United States
Book III, Our American Neighbors
Book IV, Europe
Book V, Distant Countries, Heath, 50c

(4-9) Youths' Companion, Strange Lands Near Home
Ginn, 25c

(4-9) Youths' Companion, The Wide World
Ginn, 25c

BIOGRAPHY

(4-6) Abbott, Daniel Boone
Dodd, $1.25

(4-6) Abbott, David Crockett
Dodd, $1.25

(2-4) Baldwin, Fifty Famous People
American, 35c

(4-6) Baldwin, Four Great Americans
American, 50c

(5-6) Beebe, Four American Naval Heroes
American, 50c

(5-7) Burton, Four American Patriots
American, 50c

(5-7) Burton, Story of Lafayette
American, 25c

(4-6) Catherwood, Heroes of the Middle West
Ginn, 50c

(6-8) Cody, Four American Poets
American, 50c

(5-6) Dale, Heroes and Great Hearts
Heath, 60c

(3-5) Eggleston, Stories of Great Americans for Little Americans
American, 40c

(7-8) Farmer, Boys' Book of Famous Rulers
Crowell, 75c

(7-8) Farmer, Girls' Book of Famous Queens
Crowell, 75c

(7-8) Fiske, Irving, Washington and His Country
Ginn, 60c

(4-6) Gilman, Biography of Robert E. Lee
Macmillan, 50c

(6-9) Horton, A Group of Famous Women
Heath, 50c

(4-6) Horne and Scoby, Stories of Great Artists
American, 40c

(4-6) Horne and Scoby, Stories of Great Musicians
American, 40c

(7-8) Holland, William Penn
Macmillan, 50c

(4-5) Kingsley, Four American Explorers
American, 40c

(7-8) Lodge and Roosevelt, Hero Stories of American History
Century, $1.50

(7-8) Mabie, Heroes Every Child Should Know
Doubleday, 90c

(5-7) Mowry, American Pioneers
Silver, 65c

(6-7) Mowry, American Inventions and Inventors
Silver, 65c

(4-5) McMurry, Pioneers on Land and Sea
Macmillan, 40c

(5-8) Parton, Captains of Industry
Houghton, $1.50

(5-7) Perry, Four American Inventors
American, 50c

(4-5) Perry, Four American Pioneers
American, 40c

(4-5) Pratt, De Soto, Marquette, and La Salle
Ed. Pub. Co., 50c

(6-7) Seawell, Twelve Naval Captains
Scribners, 50c

(6-7) Sprague, David Crockett
Macmillan, 50c

(4-6) Whitehead, Two Great Southerners: Robert E. Lee, Jefferson Davis
American, 60c

(6-8) Williams, Some Successful Americans
Ginn, 50c

(4-6) Williamson, Life of General T. J. Jackson
Johnson

(5-7) Wright, Children's Stories of Great Scientists
Scribners, $1.50

HISTORY—ANCIENT AND MODERN

(4-5) Andrews, Ten Boys Who Lived on the Road from Long Ago Till Now
Ginn, 50c

(3-5) Baldwin, Fifty Famous Stories Retold
American, 35c

(4-6) Baldwin, American Book of Golden Deeds
American, 50c

(3-5) Baldwin, Thirty More Famous Stories Retold
American, 50c

(5-8) Baldwin, Conquest of the Old Northwest
American, 50c

(6-8) Baldwin, Discovery of the Old Northwest
American, 60c

(3-4) Bass, Stories of Pioneer Life
Heath, 40c

(4-6) Beven, Stories from British History
Little, 50c

(6-7) Blaisdell, Story from English History
Ginn, 40c

(5-7) Blaisdell, Hero Stories from American History
Ginn, 60c

(5-7) Brady, Border Fights and Fighters
Southern Sc. Bk. Dep., 50c

(6-8) Brooks, Century Book for Young Americans
Southern Sc. Bk. Dep., 50c

(6-7) Coffin, Boys of '76
Harper, $2.00

(8-9) Coolidge, United States a World Power
Macmillan, 50c

(5-6) Dalkeith, Stories from Roman History
Dutton, 50c

(5-6) Dalkeith, Stories from French History
Dutton, 50c

(6-8) Dickens, Child's History of England
Crowell, 60c

(3-4) Dickson, From the Old World to the New
Macmillan, 50c

(5-6) Dickson, Hundred Years of Warfare
Macmillan, 50c

(3-4) Dodge, Stories of American History
Lothrop, 30c

(7-8) Draper, The Rescue of Cuba
Silver, $1.00

(3-5) Eggleston, Story of American Life and Adventure
American, 50c

(4-5) Eggleston, First Book of American History
American, 60c

(4-6) Gordy, American Leaders and Heroes
Scribners, 60c

(4-6) Gordy, American Beginnings in Europe
Scribners, 75c

(6-7) Gordy, Colonial Days
Scribners, 50c

(5-6) Gordy, Stories of American Explorers
Scribner, 50c

(5-6) Guerber, Stories of the Thirteen Colonies
American, 60c

(5-6) Guerber, Story of the Great Republic
American, 60c

(6-8) Guerber, Story of the English
American, 60c

(6-7) Guerber, Story of the Greeks
American, 60c

(6-7) Guerber, Story of the Romans
American, 60c

(4-6) Haaren, Famous Men of Greece
Univ. Pub. Co., 50c

(4-6) Haaren, Famous Men of Rome
Univ. Pub. Co., 50c

(5-7) Haaren, Famous Men of the Middle Ages
Univ. Pub. Co., 50c

(6-8) Hart, How Our Grandfathers Lived
Macmillan, 60c

(6-8) Hart, Camps and Firesides of the American Revolution
Macmillan, 50c

(3-4) Hawthorne, Grandfather's Chair
Houghton, 40c

(5-6) Hazard and Dutton, Indians and Pioneers
Silver, 60c

(5-6) Hodgdon, Discoverers, Explorers, and Colonists
Heath, 65c

(7-9) Hodgdon, The National Period
Heath, 65c

(3-4) Johonnot, Grandfather's Stories
American, 27c

(5-6) Johonnot, Stories of Our Country
American, 40c

(7-8) Johonnot, Ten Great Events in History
American, 54c

(6-7) King, De Soto and His Men in Florida
Macmillan, 50c

(4-6) McMurry, Pioneers of the Rocky Mountains
Macmillan, 40c

(4-7) McMurry, Pioneers of the Mississippi Valley
Pub. Sc. Pub. Co., 50c

(6-7) Mowry and Blanche, American Pioneers
Silver, 65c

(4-6) Nicholson, Story of Dixie
American, 62c

(4-6) Nida, Dawn of American History in Europe
Macmillan, 60c

(3-5) Otis, Philip of Texas
American, 35c

(5-6) Price, Wandering Heroes
Silver, 50c

(3-4) Pratt, Stories of Colonial Children
Ed. Pub. Co., 60c

(4-6) Pratt, America's Story for America's Children
Book I, Beginner's Book
Book II, Discoverers and Explorers
Book III, The Early Colonies
Book IV, The Later Colonial Period
Book V, The Foundations of the Republic. Heath, each, 40c

(3-6) Scott, How the Flag Became Old Glory
Macmillan, 50c

(5-6) Ske, Stories from English History
Dutton, 50c

(6-7) Stone and Fickett, Days and Deeds One Hundred Years Ago
Heath, 35c

(7-8) Tappan, England's Story
Houghton, 85c

(6-7) Tappan, Our Country's Story
Houghton, 65c

(5-6) Tappan, American History Stories
Houghton, 55c

(5-6) Tomlinson, Boys of the Revolution
Silver, 48c

(7-8) Warren, Stories from English History
Heath, 72c

(4-5) Watson, Boston Tea Party
Lathrop, 30c

(7-8) Washington, Farewell Address
Scott, 25c; Ginn, 25c

(6-8) Wright, Children's Story of American History
Scribners, 50c

INDIAN LIFE AND HISTORY

(2-3) Brooks, Stories of the Red Children
Ed. Pub. Co., 40c

(3-4) Brown, Tales of the Red Children
Appleton, $1.00

(4-6) Bemister, Thirty Indian Legends
Macmillan, 40c

(4-5) Chandler, In the Reign of the Coyote: Folklore from the Pacific Coast
Ginn, 40c

(7-8) Cooper, The Last of the Mohicans
Macmillan, 25c; Scott, 40c; Rand, 60c; Heath, 50c; American, 35c

(6-8) Curtis, Indian Days of the Long Ago
World Book Co., 80c

(5-7) Curtis, In the Land of the Head Hunters
World Book Co., 80c

(1-2) Fox, Indian Primer
American, 35c

(7-8) Grinnell, Story of the Indians
Appleton, $1.35

(5-6) Howard, Famous Indian Chiefs I Have Known
Century, $1.50

(3-4) Husted, Stories of Indian Chieftains
Pub. Sc. Pub. Co., 40c

(3-4) Husted, Stories of Indian Children
Pub. Sc. Pub. Co., 40c

(4-6) Jenks, Childhood of Jishib, the Ojibway
Atkinson, 60c

(4-5) Judd, Wigwam Stories
Ginn, 75c

(5-7) Moran, Kwahu, the Hopi Indian Boy
American, 50c

(3-4) Pratt, Legends of the Red Children
American, 30c

(3-5) Snedden, Docas, the Indian Boy
Heath, 40c

(6-7) Starr, American Indians
Heath, 48c

(6-7) St. Nicholas, Indian Stories
Century, 65c

(2-3) Wiley, Mewanee: the Little Indian Boy
Silver, 30c

(3-4) Wilson, Myths of the Red Children
Ginn, 45c

(5-7) Whipple, The Story of the Liberty Bell
Altemus, 50c

(4-5) Whitney and Perry, Four American Indians
American, 50c

(5-8) Zitkala-Sa, Old Indian Legends
Ginn, 50c

GENERAL LITERATURE

(5-7) Carter, The Boy Scouts in the Rockies
Burt, $1.35

(7-9) Dowd, Polly of the Lady Gay Cottage
Houghton, $1.00

(7-8) Eagleton, Writers and Writings of Texas
Tex. Sc. Bk. Dep., $1.50

(7-9) Emerson, American Scholar
Scott, 35c

(7-9) Emerson, Representative Men
Macmillan, 25c

(7-9) Hale, Man Without a Country
Ginn, 30c

(7-9) Lamb, Tales from Shapespeare
Ginn, 45c; Macmillan, 25c

(7-9) Lowell, Vision of Sir Launfal
Macmillan, 25c; Newson, 25c; Scott, 25c

(5-7) Page, Two Little Confederates
Scribners, $1.35

(7-9) Payne, Southern Literary Readings
Rand, 75c

(7-9) Porter, Pollyanna
Page, $1.25

(7-8) Rice, Mrs. Wiggs of the Cabbage Patch
Century, $1.00

(6-8) Rice, Lovey Mary
Century, $1.00

(7-9) Shakespeare, Macbeth
Macmillan, 25c; Scott, 25c; Ginn, 30c; Heath, 25c; American, 20c

(7-9) Shakespeare, Merchant of Venice
Scott, 25c; Ginn, 30c; Heath, 25c; American, 20c

(5-8) Swift, Gulliver's Travels
Macmillan, 25c; Ginn, 40c; Heath, 36c; American, 35c

(4-5) Thayer, Ethics of Success
Silver, 45c

(6-8) Wheeler, The Boy with the U. S. Life Savers
Lothrop, $1.50

(7-9) Whittier, Snow Bound
Macmillan, 25c; Scott, 25c

(7-9) Wiggins, Rebecca of Sunny Brook Farm
Grossett, 75c

BOOKS RELATING TO TEXAS HISTORY AND GEOGRAPHY

(7-8) Abbott, Chevalier La Salle
Dodd, $1.00

(5-6) Bolton and Barker, With the Makers of Texas History
American, 60c

(4-6) Daffan, Texas Hero Stories
Sanborn, 50c

(4-6) Davis, Under Six Flags
Ginn, 50c

(5-8) Ellis, Life of David Crockett
Winston, 75c

(5-8) Elliott, Life of Sam Houston
Small, 50c

(7-9) Fulmore, History and Geography of Texas as Told in County Names
Z. T. Fulmore, Austin, Tex., $1.50

(4-6) Littlejohn, Texas History Stories
Johnson, 50c

(5-7) Littlejohn, Geography of Texas; Supplement to World Geographies
Macmillan, 40c

(5-7) Simonds, Geography of Texas
Ginn, 90c

NATURE STUDY AND AGRICULTURE FOR TEACHERS AND PUPILS

Burkett and Poe, Cotton
Doubleday, $2.00
Corbett, Gardening, Farming
Ginn, $2.00
Davenport, Domesticated Plants and Animals
Ginn, $1.25
Jackman, Nature Study for Grammar Grades
Macmillan, $1.00
Lange, Handbook of Nature Study
Macmillan, $1.00
Powell, Co-operation in Agriculture
Macmillan, $1.50
Reed, Flower Guide (Wild Flowers East of the Rockies)
Doubleday, $1.00
Weed and Riley, Crop Production
Heath, 80c
Weed, Farm Friends and Farm Foes
Heath, $1.00
Whitson and Walster, Soils and Soil Fertility
Webb, $1.25
Wilson, Teachers' Manual in Nature Study
Macmillan, 90c
Wing, Milk and Its Products
Macmillan, $1.50

SUGGESTIVE TEXTS

Bailey, Principles of Fruit Growing
Macmillan, $1.50
Bailey, The Country Life Movement of America
Macmillan, 50c
Boss, Farm Management
Lyons and Carnahan, 90c
Ellis and Kyle, Fundamentals of Farming and Farm Life
Scribners, $1.25
Harper, Animal Husbandry for Schools
Macmillan, $1.40
Hunt and Burkett, Soils and Crops
Orange Judd; $1.50
Prichard and Tarkington, Stories of Thrift for Young Americans
Scribners, 60c

DICTIONARIES

(4-6) Webster's Shorter-School Dictionary, for desk purposes
American, 60c
(6-9) Webster's Elementary-School Dictionary, for desk purposes
American, 90c
Webster's Secondary-School Dictionary, for library purposes
American, $1.50

LIST OF APPROVED HEATING AND VENTILATING SYSTEMS FOR PUBLIC SCHOOLS

The following school room heating and ventilating systems have been approved by the State Department of Education as meeting the requirements of the Texas State Schoolhouse Building Law:

SMITH-MYERS HERO SCHOOL ROOM HEATER

Number	Diameter of Fire-pot	Price	F. O. B.
30	18 inches	$50 00	Houston, Texas.
35	20 inches	55 00	Houston, Texas.

Sold by C. H. Myers & Co., Houston, Texas

NATIONAL ROOM AIR HEATER, STYLE "A"

Number	Diameter of Fire-pot	Price for			F. O. B.
		Wood	Coal	Wood and Coal	
16–28	16 inches	$56 25	$57 00	$57 75	Texas common points
18–38	18 inches	64 00	65 00	66 00	Texas common points
20–32	20 inches	70 75	72 00	73 25	Texas common points

If all-cast body is desired add $3.00 for No. 16-28; $3.25 for No. 18-38; and $3.50 for No. 20-32.

Sold by the Excelsior Stove and Manufacturing Co., Quincy, Ill.
J. D. Gee, State Representative, Dallas, Texas

THE GROSSIUS VENTILATING SCHOOL ROOM HEATER

(For wood only.)

Number	Diameter of Fire-pot	Price	F. O. B.
22	20 inches	$55 00	Texas common points
222	20 inches	60 00	Texas common points

Sold by the Grossius Furnace Co.
R. E. Bryan, State Agent, Tyler, Texas

STANDARD CLEAN AIR HEATING SYSTEM

Number	Diameter of Fire-pot	Price	F. O. B.
532	16 inches	$62 95	Houston, Texas
535	18 inches	86 75	Houston, Texas

Sold by Union School Furnishing Co., Houston, Texas

TEXARKOMA SCHOOL ROOM HEATER, STYLE "A"

Number	Diameter of Fire-pot	Price	F. O. B.
516	18 inches	$58 50	Dallas, Texas

Sold by C. A. Bryant Co., Dallas, Texas

SMITH SANITARY CONVECTION HEATER, STYLE 15

Number	Diameter of Fire-pot	Price	F. O. B.
18	18 inches	$65 00	Delivered any Texas point
20	20 inches	82 50	Delivered any Texas point

Sold by Smith System Heating Co., Minneapolis, Minn.
Chambers & Hicks, State Agents, Waco, Texas

WATERBURY HEATING AND VENTILATING SYSTEM, STYLE "B"

Number	Diameter of Fire-pot	Price	F. O. B.
18	17 1-2 inches	$ 70 00	Minneapolis, Minn.
21	19 1-2 inches	107 50	Minneapolis, Minn.
23	21 1-2 inches	117 50	Minneapolis, Minn.

Sold by Waterman Waterbury Co., Minneapolis, Minn.
E. C. Smith & Co., State Agents, Dallas, Texas

INFORMATION CONCERNING THE INSTALLATION OF HEATERS

All heating and ventilating systems approved by the State Department of Education are to be installed with flues properly constructed of brick or stone from the ground up to a point above the comb of the main building. Flues should be built according to the dimensions given elsewhere in this bulletin under "Heating and Ventilation," and should be located so that the fresh air may be conveniently admitted through the side wall above the floor line.

Although not a requirement at this time, it is recommended that the jacket or shield around the stove be provided with trench or baffle plates, or some similar device, to permit or prevent, at option, the recirculation of the air inside the room.

EXTRACTS FROM LETTERS OF COUNTY SUPERINTENDENTS

In order to furnish to the public intelligent information as to the effect and results of the million dollar appropriation for country schools, the following extracts from a few of the numerous letters received at the State Department of Education from county superintendents in different sections of the State are herewith submitted:

ANGELINA COUNTY

It has proved a great incentive to the patrons in meeting the requirements so that they may attain as high a standard as possible.

J. W. DUNN, JR.,
County Superintendent.

ARCHER COUNTY

State aid has done more to awaken the school spirit than any legislation of recent years.

J. S. MELUGIN,
Ex Officio County Superintendent.

BEXAR COUNTY

The people have been greatly stirred by the demands of the State, and there is a general tendency to put buildings and equipment in better condition. The plainest evidence of this is the activity of the people in voting more school taxes and bonds.

P. F. STEWART,
County Superintendent.

BOWIE COUNTY

State aid has caused the people to demand good school buildings, well equipped and better teachers. If continued, it will do much to make the rural schools of Texas equal to those of any other State.

J. B. LYTAL,
County Superintendent.

BROWN COUNTY

State aid has put our schools on a surer foundation. It has enabled the progressive to have their dreams come true—dreams of standardizing the rural schools.

MRS. E. L. WALKER,
County Superintendent.

CHEROKEE COUNTY

State aid has done more toward building up an efficient system of rural schools than any piece of constructive school legislation that has

ever been enacted. I believe the strongest feature of the law is the provision setting forth the requirements that must be met in order to become eligible for aid.

ED SINGLETARY,
County Superintendent.

COLEMAN COUNTY

State aid has had the most beneficial and wholesome effect on the rural schools of this county of any proposition ever undertaken.

J. C. GRIFFIN,
County Superintendent.

COLLINGSWORTH COUNTY

State aid has been a great benefit to the schools of this county. Its good cannot hardly be overestimated.

A. C. NICHOLSON,
Ex-Officio County Superintendent.

COMANCHE COUNTY

State aid has wonderfully inspired our people. Fifty of the seventy-one rural schools in my county will ask for aid the coming term.

W. D. JENKINS,
County Superintendent.

DENTON COUNTY

The million dollar appropriation makes possible good physical and sanitary conditions; promotes self-help on the part of communities; improves the living conditions of the schools and strikes at the very root of the fundamental question of community life; affords a means of sane and efficient co-operation for school authorities; and affords opportunity, while providing the physical conditions for communities and social betterment.

L. H. EDWARDS,
County Superintendent.

DELTA COUNTY

State aid has had the most wholesome effect upon our rural schools. The effect is county-wide. I think the policy sound and wise.

W. E. CHANCELLOR,
County Superintendent.

FANNIN COUNTY

The funds received have been worth ten times the amount in stimulation for better buildings, better equipment, better teachers, and more efficient work. The voting of the 50-cent tax has wrought a real and genuine educational awakening.

R. M. PARKER,
County Superintendent.

FISHER COUNTY

It has been a great stimulus to our schools. Other schools are preparing themselves to apply for State aid.

W. C. MARTIN.
County Superintendent.

HARRIS COUNTY

The advantage derived and the impulse given the schools by this aid are the greatest step educationally that Harris County has made.

J. W. LYLE,
County Superintendent.

HASKELL COUNTY

People have been stimulated to active school work as never before. More good has come to the schools from this aid than from all other legislation during the past few years.

T. C. WILLIAMS,
County Superintendent.

HOPKINS COUNTY

State aid has done more for the educational interests in the rural school communities than any other one step ever taken.

JNO. HURLEY,
County Superintendent.

HOUSTON COUNTY

The granting of State aid is one of the most progressive steps ever made in the history of the State for the improvement of the very ground work of the educational system. It has given an impetus to school work in my county that could have been brought about by no other means.

J. N. SNELL,
County Superintendent.

JASPER COUNTY

State aid has been of untold worth to the schools of Jasper County. There are several strictly modern schools as a direct result of State aid.

B. T. WITHERS.
County Superintendent.

JONES COUNTY

I consider the million dollar act the greatest single school law ever enacted. It has done more to put new life into the schools under my supervision than any one thing heretofore.

C. L. PRICHARD,
County Superintendent.

LAMAR COUNTY

State aid has been a great stimulus toward encouraging people to levy adequate local maintenance taxes, to better equip, ventilate, and heat their school buildings, and to secure more efficient teachers.

W. H. Snow,
County Superintendent.

LAMPASAS COUNTY

I think it good. It inspires effort, encourages school agitation, and leads to proper investigation as to what others are doing.

J. Tom Higgins,
Ex Officio County Superintendent.

LIMESTONE COUNTY

The million dollar aid has served as a great stimulus to the school interests. Our people speak in the highest praise of this effort to help the rural schools.

J. R. Atkins,
County Superintendent.

MATAGORDA COUNTY

It has been of inestimable value to the schools aided. The question of State aid has been the most important and meritorious step that has ever been taken for the advancement of the rural schools.

W. G. Gray,
County Superintendent.

M'CULLOCH COUNTY

State aid has provided three things: Assistance for schools lacking sufficient funds; standards of efficiency in teaching and in equipment; and a more intelligent discussion of education throughout the county.

E. L. White,
County Superintendent.

NACOGDOCHES COUNTY

The aid received has been more helpful in giving the rural schools encouragement and assistance than any other one thing.

John B. Stripling,
County Superintendent.

RUSK COUNTY

It has created more enthusiasm and school interest than all laws of the past. If these appropriations are made permanent, it means better and better rural schools.

J. T. Watson,
County Superintendent.

SAN AUGUSTINE COUNTY

The effect of the aid has been tenfold. It has been the means of awakening a better interest in school affairs. I think the policy sound and the best thing yet offered for the material advancement of our rural schools.

Miss Lillie Hazle,
County Superintendent.

SMITH COUNTY

At first we thought we would not like it, but we find it arouses our people as nothing else ever did. Hereafter we will build our schoolhouses with a view more to utility than show. This aid is given where it is needed and in a way that it cannot be wasted.

A. W. Orr,
County Superintendent.

TARRANT COUNTY

Under the million dollar appropriation, twenty-one districts received aid. It has been a wonderful stimulus to the schools, and every one of the twenty-one districts is now well equipped.

G. T. Bludworth,
County Superintendent.

TRINITY COUNTY

State aid has done more to create an interest in the building of high schools, and in effecting consolidations, than any other act of the Legislature.

W. B. Mills,
County Superintendent.

TYLER COUNTY

The million dollar appropriation has been worth a great deal to the schools of this county. The financial assistance has been appreciated, but the interest created in education has been worth more.

Grover C. Lowe,
County Superintendent.

VAN ZANDT COUNTY

As a result of State aid thirty-six districts have voted a 50-cent tax: twenty-seven districts have voted bond issues; twelve new buildings have been erected; and two consolidations have been made.

G. D. Staton,
County Superintendent.

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